

March, 1913

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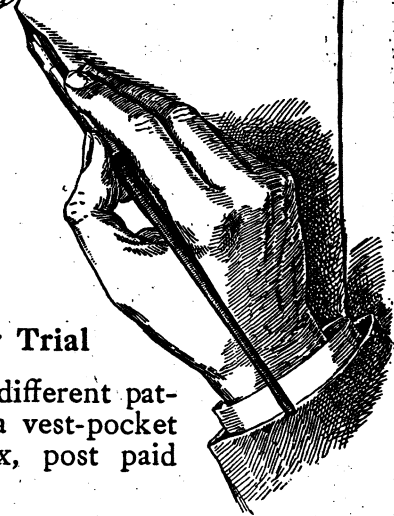
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The American Penman

Entered as second class matter, October 2, 1912, at the post office at New York, N. Y., under the Act of Congress of March 3, 1879

TWENTY-NINTH YEAR

NEW YORK, MARCH, 1913

NUMBER TWELVE



A Monthly Journal Devoted to the Interests of Penmanship and Business Education
Issued twelve times a year

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PHILIP R. DILLON..... Managing Editor
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SUBSCRIBERS DESIRING TO HAVE THEIR ADDRESSES CHANGED MUST WRITE US NOT LATER THAN THE TENTH OF THE MONTH PRECEDING THE MONTH OF ISSUE, AND IT IS ABSOLUTELY NECESSARY THAT THE FORMER AS WELL AS THE PRESENT ADDRESS BE GIVEN. UNLESS SUBSCRIBERS CONFORM TO THIS SIMPLE REQUEST THEY CANNOT BE SERVED PROMPTLY.

Muscular Movement Now the Dominant System of Writing

As muscular movement penmanship is more and more understood by superintendents and teachers in our elementary schools, the general writing of the boys and girls in these schools becomes better and better. It is now apparent that in comparison with all other systems of writing, muscular movement is far in the lead. Those who have studied different systems of penmanship and have become adept in writing rapidly, easily and well, realize that their skill has been developed through the employment of muscular movement. Thirty, forty and fifty years ago the skilled penmen taught free-arm movement for capitals, and combined movement for the small letters. Thus, pupils suspended their arms in the air when making capitals and dropped the arms for the small letters, but did not use the easy, sliding, rhythmic motion that flows so easily on to the paper in good legible forms when the predominating movement used is that in which

there is no extending and contracting action of the fingers holding the pen.

The efforts to teach the use of finger action in connection with muscular movement in small letters led to pitifully weak writing for commercial purposes. Such letters as "m" and "n" were usually pointed at the top and more frequently than otherwise; all the downward strokes in all small letters were shaded. This combined movement was a little better than finger movement. There are teachers of penmanship who still insist that the movement and style of writing taught should be especially adapted to the particular vocation through which the learner expects later to make his livelihood. Why not go a little further and teach the farmer to use the implement for writing which he picks up on the farm? Thus, he might sharpen a cornstalk and use it for a pen. The carpenter might be taught to use a nail, and the embryo cigar maker the small end of a cigar.

Pensions for Government Clerks

Last month we published a specimen of engrossing by J. W. Swank of Washington, D.C., and also his valedictory, for he had recently resigned from the government service. The first paragraph of his letter to THE AMERICAN PENMAN was a whimsical couplet, so full of meaning that we think our readers will read it again, and we reprint it:

"Your Old Friend Swank, sans fears, sans tears
Or even an extra heart felt throbb
After his service of forty-six years,
Decided to quit his Government job."

Mr. Swank entered the Treasury Department as a clerk in 1866. He is now seventy-seven years old. For forty-six years he has steadily served the Government of the United States. Presidents, secretaries, senators and Congressmen have come and gone, and their names have been put upon the printed pages of our history; they have had their reward. They carried away with them from Washington official documents, private and social papers, sentimental scraps, all written or ornamented by the pen of J. W. Swank, penman in the Treasury Department. Famous men have proudly exhibited engrossed sets of resolutions, richly framed, in their homes. But did the public know the penman? He was only a clerk, perhaps at a desk in a far-away corner of the great building. He received a small salary—for all Government clerks receive small salaries. Some people say—"He had a steady position and a sure income." Yes, but at the age of seventy-seven years he gives up, and there is no longer any salary nor any income from the Government which he has faithfully served for forty-six years. Don't you think he deserves a pension?

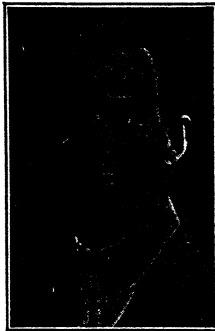
We write thus personally of our old friend, but we have in mind all the old servants of this government, of whom he is a striking type. Shall a man give his lifetime to the Government service at a small salary, and when he is old shall he be thrown aside like a worn-out pen? Don't you think the Government should care for them in old age, even as it cares for its soldiers and sailors?

If you believe in pensions for clerks of the postoffice, and treasury and the other departments, let your Congressman know. The present Congress will consider this question. Your Congressman wants to know what you think about it.

Department of *Business Writing*

By P. L. Greenwood, South High School, Minneapolis, Minn.

CONTINUING A SERIES OF SIX MONTHLY LESSONS BEGUN IN JANUARY



"One ship drives east and another
drives west
With the selfsame winds that
blow
'Tis the set of the sails,
And not the gales,
Which tell us the way to go."

IN which direction are you travelling in penmanship? (Or are you travelling?) Do you realize that you can learn to write if you set your sails right? Thousands of young men and women are holding good positions to-day because they had the ambition and the perseverance to master a plain legible business

hand. You can do the same if you have the two requisites mentioned.

If you are following this course without the aid of the teacher, you must understand that it takes time to become a good writer. Don't expect improvement too soon. Some students acquire a good hand in six months, but in order to do this it is generally necessary to have a great deal of practice in Bookkeeping, etc.

Don't imagine you have done enough when you write the copies over a few times. There is enough in each issue

to keep you busy forty-five minutes each day for a month.

I want to ask you three questions. Have you a correct position? Do you write easily and rapidly, and are you spending enough time on writing to give you the desired results in a reasonable time? If you can answer these questions in the affirmative you are on the road to Good-writerville.

ILLUSTRATION 38

Begin on right side as indicated by arrow; it will help you get curve in up stroke of this letter. Figure eight exercise is a good one to develop the compound curve. Don't make upper loop of letter too short. Swing out to the left and pause slightly before starting back in making hook part.

ILLUSTRATION 39

Oval is parallel with base line. Don't pause in swinging from oval to G. Make rapidly. Plenty of curve in up stroke. Study letter and try for correct proportions.

ILLUSTRATION 40

Practice indirect ovals until you can make first one parallel to base line. I find it easier to begin the I a little below base line. Watch slant of upper part. Write several pages of word.

ILLUSTRATION 38

"3
O O O S S S S S S S S S S S S S S S S
S S S S S S S S S S S S S S S S S
Sour Sour Some Some Some Summon

ILLUSTRATION 39

"4
O
G
Grain Grain Greene Greene Greening

ILLUSTRATION 40

"5
O
I
Ionian Ionian Ionian Ionian Ionian

ILLUSTRATION 41

Begin oval at botton and make the first stroke count. Make ovals rapidly. You will have difficulty with slant of letter. Down stroke should be nearly straight. Begin first stroke a little below base line. Have you the good position habit yet?

ILLUSTRATION 42

It will be good practice for you to try to make a straight line exercise like this even though you fail. I might tell you the secret but don't tell. I made this one with the aid of my ruler. The student who fails to read these instructions will never know how it was made. I am trying to play a joke on him.

First part of B is small letter j. Begin high on first up stroke. Get small loop in middle parallel with base line. Be careful of sharp hook. A page of each word will do.

ILLUSTRATION 43

Ovals are parallel with base line. If you do not use a good movement it will pay you to spend time on ovals. Make letter rapidly. Study form. Compare with copy often. In writing words be careful to follow base line with small letters.

ILLUSTRATION 44

Same ovals as above and practically the same letter with one stroke added. Don't swing last stroke too far below base line. Swing below line freely and lift pen while in motion. Don't draw the letter out. Don't shade on last down stroke.

ILLUSTRATION 45

Nearly all of the loop letters are based upon the principles given in this letter which is really a narrow oval. A great amount of time spent on this letter will make all loop letters easier for you. The down stroke should be nearly straight, although the turn at bottom should not be abrupt like a professional letter. Try for uniform slant, size, etc. Words given are fairly easy. Practice each one separately.

ILLUSTRATION 46

Another ruler straight line exercise. Oval given is compact. Try to get it compact by going over it just once. Two lessons are given here. I am trying to kill two birds with one stone, but don't want you to kill the lesson with one practice.

Last part of h is same as m. Don't make it too large. Make the words hum. The k is difficult because of last part. Get form firmly fixed in your mind. Compare last part of k with size of small letters.

ILLUSTRATION 47

Here we are, two of the hardest letters in the alphabet. If you dread tackling them practice the oval a long time. Be careful of retrace in b. Don't allow it to close the letter.

It might help to try straight line exercise an hour or so before attempting the f (you may think I am joking, but the students who become good writers are not afraid of the hours). Down stroke of j should be nearly straight. When you come up with the last stroke don't cross the down stroke of f making the lower part look life a bow knot. Don't slight the words.

ILLUSTRATION 48

Two styles are given. The first one is used at the beginning or in a word, while the second is used only at the end of a word. Lower part is same as a g or q. Loop same as l. Bring down stroke down to base line. Down stroke is nearly straight. Be careful of small letters in words given.

ILLUSTRATION 49

Any letter having a retrace is difficult. The straight line exercise if made compact is a helpful exercise. Second exercise is the same; a large u. First style should be used in a word or at beginning, while second style is used only at end of word and is called final t. Last stroke of final t should swing up and towards the right.

ILLUSTRATION 50

The lower loops are similar to the upper loops only the loop is up-side-down. If you turn the y up-side-down you have an h. Do not get top part of j too high nor loop too wide or long. Here is a chance to master the final t on the word given. Both styles of y are good; the straight line y can be used at beginning or in a word. Two lessons are given.

ILLUSTRATION 51

Decrease the ovals gradually. Make them rapidly and freely, not carelessly. You have had these principles in other letters. Close g at top and make down stroke nearly straight. If you make straight line g, make down stroke short and straight. Some prefer to leave off the initial stroke on g, q and some other letters. If made right they look neater. However, I find the letters harder to make without this stroke and they are generally made too large. Be careful of lower loop on q.

ILLUSTRATION 52

The first part of z is like the m. I find it easier to begin it slightly below the line. Not too much, about 1/20 of an inch. Bring the first part of z down to base line, pause slightly then swing below with loop.

Some figures are given for practice in this and the next lesson. Are you in the habit of skipping the figures?

ILLUSTRATION 53

After spending sufficient time on the movement exercises practice the letter one at a time and study form carefully. The loop crosses on base line. Don't make last part too large nor loop too long.

ILLUSTRATION 41

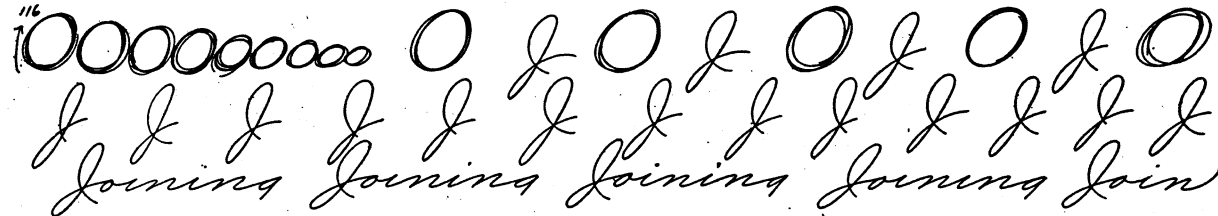
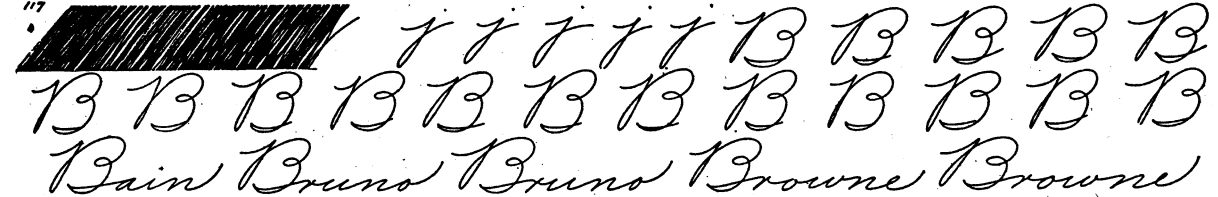




ILLUSTRATION 42



The American Penman.


ILLUSTRATION 43






 Pence Prince Prince Penmen Penmen


ILLUSTRATION 44






 Run Run Rome Runner Running


ILLUSTRATION 45






 lin lin line line linen linen linear


ILLUSTRATION 46






 hum humor honor horn hine hine


ILLUSTRATION 47






 burn burn burner bloom burning
 fume fume flume flume four forum

ILLUSTRATION 48





 den din dinner mind mend mind

ILLUSTRATION 49


124  UUUU t t t t t t t t
 trim trim turn turn net net net

ILLUSTRATION 50


125  f f f f f f y y y y y y y
 jaunt jaunt jaunt jaunt jaunt jaunt
 you you you your your your your

ILLUSTRATION 51


126 OOOOOOOO q q q q q q q q q
 gone going quinner gaining gaining
 queer queer queen quint quint

ILLUSTRATION 52

127 OOOOOOOOOO mmm mmm z z z z
 zones zones zonar zonar zunian

| | |
|------|------|
| 1846 | 7135 |
| 1093 | 7316 |
| 1531 | 3405 |
| 1675 | 1786 |
| 1875 | 5190 |
| 1645 | 6020 |
| 1749 | 5010 |
| 1011 | 1011 |
| 1749 | 1011 |
| 1645 | 1011 |
| 1875 | 1011 |
| 1675 | 1011 |
| 1531 | 1011 |
| 1093 | 1011 |
| 1846 | 1011 |

ILLUSTRATION 53

128  OO OO p p p p p p p p
 pin pin pine pine prime primer

| | |
|------|------|
| 6846 | 7578 |
| 7845 | 9615 |
| 3374 | 8321 |
| 4063 | 1736 |
| 5732 | 3107 |
| 6118 | 5952 |
| 9475 | 7893 |
| 5687 | 5687 |
| 1619 | 1619 |
| 7418 | 7418 |
| 3107 | 3107 |
| 4564 | 4564 |
| 5948 | 5948 |

"The laboratory method applied to the teaching of law" not unfairly describes the experiment of the Catholic University of Washington, D.C., where a real court room, with all the appurtenances: desks, railing, jury box, witness stand, etc., has been fitted up for holding moot courts. Attendance upon court is compulsory for all students in the law school. The presiding judge is a member of the faculty, but most of the officers of the court are students in the school.

The United States will be the meeting place of the Fourth International Congress on School Hygiene. The preceding congresses have all been held abroad, the first at Nuremberg in 1904, the second at London, 1907, and the third at Paris, 1910. The 1913 Congress will be held at Buffalo, N.Y., August twenty-fifth to thirtieth. Charles W. Eliot, president emeritus of Harvard University, will be the president at the Buffalo meeting.

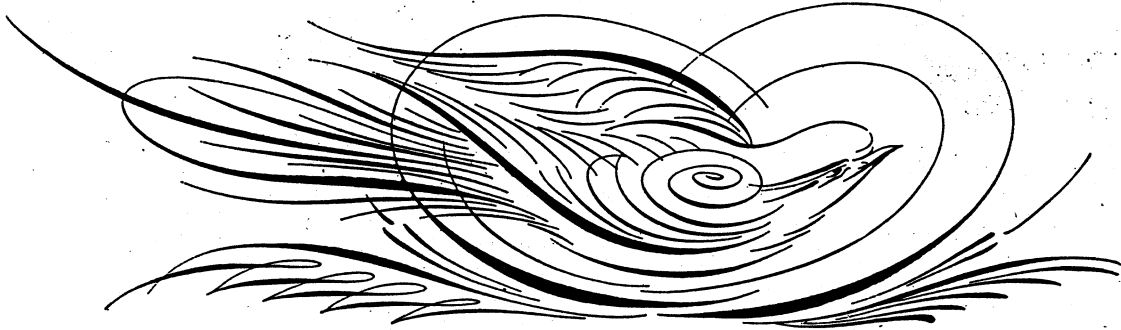
The American Penman.

Dash and Symmetry of Francis B. Courtney

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CEDAR RAPIDS BUSINESS COLLEGE PENMANSHIP DEPARTMENT

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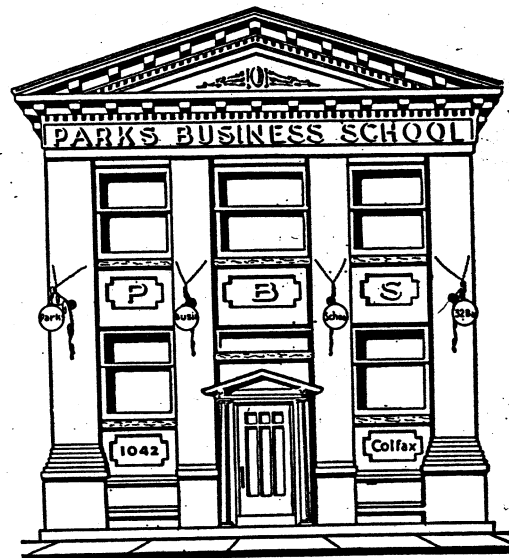


L. P. Painter

A Successful Denver School

The illustration showing the building of Parks Business School, Denver, Colo., will interest business college proprietors and architectural students especially. It is a distinct type, intended to body forth the ideas generated in the class rooms inside. It is 120 feet long, at the corner of Colfax and Corona Streets, near the Colorado State Capitol Building—decidedly nice location, at some distance from the noise of the downtown business section.

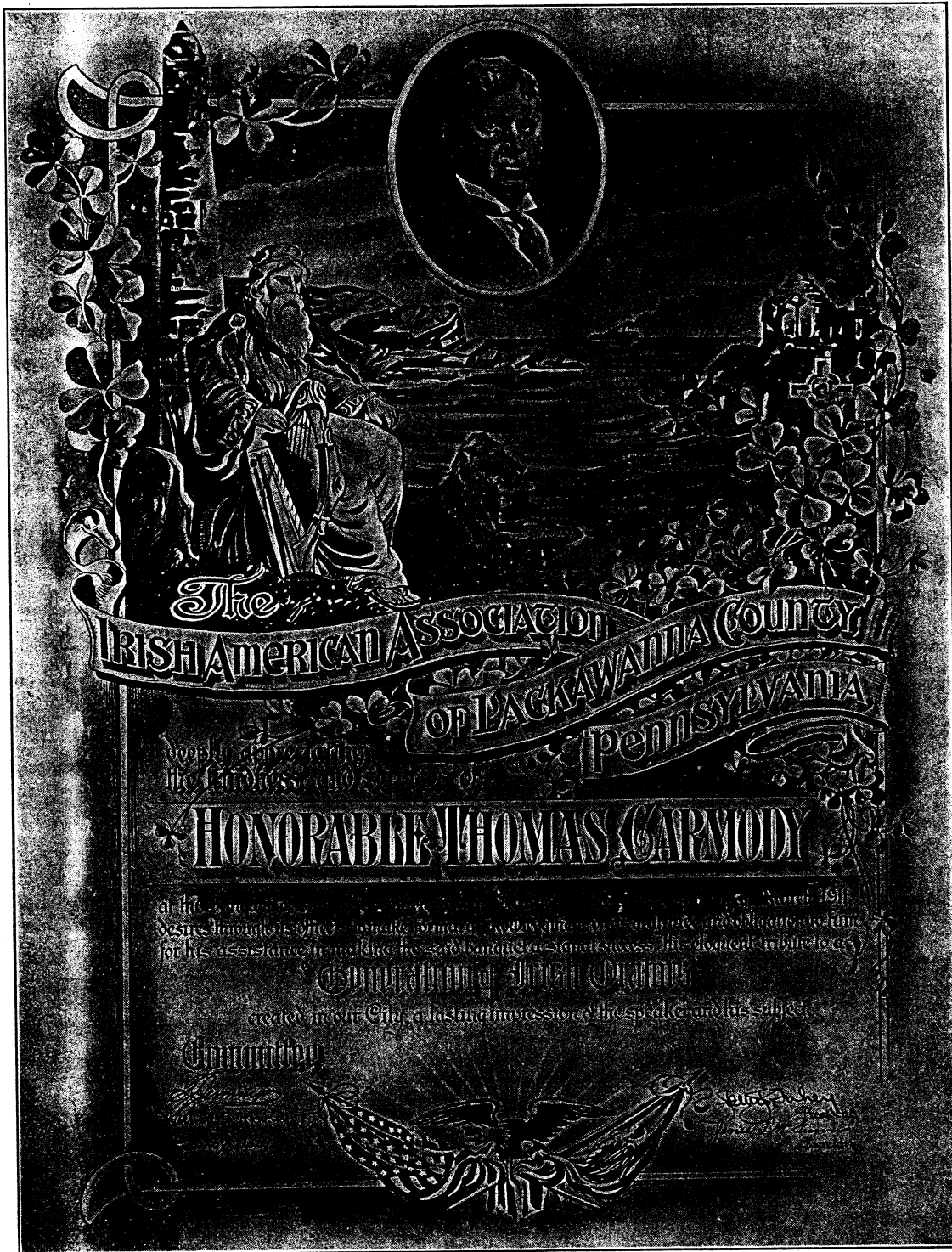
W. T. Parks, the proprietor, began teaching thirty-two years ago in a country school in Missouri. He has taught continuously ever since, except for five years, when he engaged in the real estate, insurance and investment business. Seventeen years ago he established Parks Business School in one small room in the Charles Building at Fifteenth and Curtis Streets, Denver, in the heart of the business district. After four months another room was added and the expansion continued. After six years it was decided to move away from the noise of the business district and go "up town." So the present structure was erected and the school is now one of the prominent institutions of Denver.



Parks Business School, Denver, Colo.

New Jersey is the first state where the legislature has provided for state wide special training for all subnormal children, retarded as well as defective.

An Irish Ideal, Engrossed by P. W. Costello, Scranton, Pa.



The Natural Laws of Business

By H. E. Read
St. Louis, Mo.

THE FIFTH ARTICLE OF A SERIES



WE have seen that the laborer is entitled to wages, and have discovered that the reason his wages are not as high as they should be, is not because of his war with capital, but because most of the earnings of both capital and labor are absorbed by those monopolists who own the natural resources from which all wealth is necessarily drawn.

It will be the purpose of this article to show that capital is entitled to interest; and that the reason interest upon capital is too low,

is not because the laborer is getting the surplus, but because the owners of the natural sources of wealth without rendering any service, extract the same high tribute from capital as from labor. Before either labor or capital get their share of what they produce, the owner gets what he demands, which usually absorbs all the earnings above the margin at which men will consent to work at all.

It is claimed by some that capital has no right to interest. The well-known motto of these thinkers is "No dollar has the right to earn another dollar." By which they mean that no dollar has the right to earn another cent. The man who has saved money, they say, has saved money. That is the end of it. He should have what he has saved, to spend or lay by for a rainy day—as he chooses—but his dollar should not have the opportunity to increase in size without additional labor on his part. It is enough, these men add, for society to preserve this man's dollar for him, without increasing its size.

These arguments do not appear to be sound.

Interest is Natural, Not Artificial

In the first place, interest is not an item subject to legislative decision. No legal action ever has prevented, or ever will prevent the operation of the natural law of interest.

If I invest in a lamb, turn it out to pasture, and leave it for two years, I have at the end of that time not a lamb, but a sheep. If I have a hive of bees I may do never so little work with them, but at the end of the year their number has grown and their honey is ready to be used. This natural growth of capital is the basis of interest, and interest, can be prevented from accumulating only by throwing the capital away.

Calves will become cows. Seed will become grain. Acorns will become oaks.

Interest is the natural advantage arising from the use of capital. While capital exists interests must and will accompany it.

How Capital Not Naturally Reproductive Becomes a Sharer in Interest

But, you say, how about those forms of capital that do not increase in value through the mere passing of time; as a building, a buggy, or a pair of shoes?

This is the answer: The man who owns the bees, needs shoes.

The man who owns the cow, needs a building.

The man who owns the grain, needs a buggy.

Those who own capital that has a natural increment of interest, always desire to exchange a part of it for some sorts of capital that have no such natural increment.

Hence we have, under the laws of exchange, this interesting fact: that a form of capital entirely lacking interest value of itself gets an interest value through the power of exchange.

Hence it is that all capital "averages up" with all other capital as to its interest-producing power. It is in the nature of money to flow easily, whereas labor cannot.

Also, barring considerations of risk, all rates of interest on business enterprises are uniform in each locality. A hardware business making twenty per cent must pay exactly the same rate on borrowed money as though it were making six per cent, or thirty; if it can get the money at all.

The "rate of interest" does not vary in accordance with the earning power of the business using the money.

What slight variation there is in current interest rates operates in exactly the opposite way. The consideration of cheaper rates is given to the concern most likely to pay it back, i.e., most certain to make money; and vice versa.

Interest, then, is not a tribute which a lender is permitted by law to extort from a borrower. It is a natural increase in the value of capital which cannot be regulated or prevented save by the actual destruction of capital. It is not merely a charge that ought to be collected; it is one that inevitably will be and is collected. It is added to the value of capital by natural and unavoidable means. No power can prevent it; and it is because interest exists that capital is stored up.

Broad Meaning of the Word Interest

Let it be remembered, too, that interest is not merely what is paid commercially by a borrower to a lender. It is the entire profit arising from the use of capital, and includes all the user makes on the capital besides the money he pays to the lender.

In the language of Henry George, "Interest springs from the power of increase which the reproductive forces of nature give to capital. It is not an arbitrary but a natural thing; it is not the result of a particular social organization, but of laws of the universe which underlies society. It is, therefore, just."

What Fixes Interest Rates?

"All of which may be very true," remarks some gentleman with money to invest, "But what about the rest of your story? I now understand that unless I choose to risk my money in a dangerous enterprise, I will find that rates of interest are all of a dull gray uniformity; but what establishes this general rate? Why is it five and a half, or six per cent now, instead of twenty, or perhaps two per cent? What determines the rate?"

For answer let me refer you to page eighty-two in Aesop's Fables, to that well-known historical incident entitled "The Lion, the Ass, and the Fox."

"The Lion, the Ass, and the Fox went hunting together and it was agreed that whatever was taken should be shared between them. The Fox and the Ass caught a large, fat Stag, which the Lion ordered them to divide. They at first took a great deal of pains to divide the Stag into three equal pieces: but seeing the look of fury on the Lion's face they each took a small nibble and left the remainder for the Lion, stating that in their opinion that was the Lion's share."

Now, with this moral clearly in mind let us examine the following propositions:

1. The Ass and the Fox did all the work, even to the labor of dividing the spoils.

2. The Lion did nothing, but got so much of the result that both the Fox and the Ass had to go hungry.

Now let me put before you the analogous case.

1. The CAPITALIST and the LABORER do all the work that is done in production.

The OWNER OF A NATURAL RESOURCE does nothing; but gets so much of the profits that both interest and wages suffer terribly.

Now, I do not say here that the owner of a natural resource is not a superior being entitled to this tribute. I do not say that Mr. Rockefeller may not have been right when he spoke so feelingly of the "stewardship entrusted" to owners of natural resources. I would not for a moment hint that there might be any reason why the Lion who blockades a city's industry by holding corner lots empty, should not get most of the profit earned by the Ass and the Fox, who build up the city's business. I am simply remarking that as a plain, everyday fact, the reason (and the only reason) that interest is so low, is that most of the profits are absorbed before any payment is made for either interest or wages.

If necessary to make the point any clearer, let us examine this simple problem:

$$A+B+C=D.$$

Therefore

$$A+B=D-C.$$

If A, as capitalist, gets interest, and B, as laborer, gets wages, and C as owner, gets ground rent, and D is the product.

Then is it not perfectly simple that the larger C is, the smaller both A and B will be?

And since C has the power, as owner, to prevent A and B from producing D, is it not evident that no matter how big the product D is, A and B will be kept down to the lowest point at which they will consent to produce D; and C will get all the rest?

In other words, is it not true that interest, like wages, is entirely regulated and controlled by ground rent, in inverse ratio? That is, the greater the rent the smaller the interest.

In short, interest, like wages, is governed by the law to supply and demand only AFTER the landlord has extracted all the tribute he can.

If interest and wages were enemies, we should find that interest was high when wages were low and wages high when interest was low. But the opposite is true. Interest and wages are high at the same time and low at the same time—and the natural enemy of both is the rent that must be paid to non-workers before labor is commenced.

The Problem is Chiefly a City Problem

Land Rent is paid simply for the right to use land in production. It arises chiefly in cities and mines, as farms have very little community value. Seven per cent of the entire land value of the United States is in New York City alone, and undoubtedly less than ten

per cent of the nation's land value is agricultural. A farm acre in Illinois is worth, perhaps, two hundred to two hundred and fifty dollars. A single acre in the heart of Chicago is worth seven million dollars. Land rent, therefore, is almost entirely a problem affecting cities, mines, oilfields, etc.

Like wages and interest, land rent depends upon the law of supply and demand, but with these remarkable differences: (a) Wages and interest can only divide what is left after Land Rent has taken all it can. (b) Land being the basis of wealth, the despotic power to prevent the industry of others lies in the hands of owners of land. They have, therefore, the first voice in settling rates of interest and wages, though they have no capital and do no labor.

But, like wages, and interest also, Land Rent is natural and unavoidable. The moment two or more men want the same spot of land this value arises.

It is not merely a tax permitted by justice. It is a tax demanded by justice. Choice locations have a value over other locations, and this value cannot be avoided. But the question of who is entitled to this value is the most important question in political economy—a question that is to this science what the law of gravitation is to physics. That question will be discussed later. It is sufficient for the present to note the power and wealth that ownership carries with it, and the ease with which the owners of natural resources can control both interest and wages.

Maximum and Minimum in Wages, Interest, and Land Rent

Wages, interest, and land rent have maximums and minimums, and it will help us understand their nature to consider what those boundary limits are.

In the case of WAGES, the minimum is the lowest amount upon which a laborer can maintain life. The maximum is the largest amount it is possible for labor to reserve after rent and interest are paid.

In the case of INTEREST, the minimum is the lowest amount that will induce laborers to save their wealth so that it may be stored up as capital, the laborer then becoming a capitalist. The maximum is the largest amount it is possible for the owner of capital to reserve after rent and wages are paid.

In the case of LAND RENT, the minimum is the smallest amount for which the owner will consent to allow labor to be done; and this depends directly upon his financial ability to "sit quiet" until capital and labor come to his figures. The maximum depends upon the extent of his monopoly. In the early years of this government, land monopoly was not a serious question; but from Ireland, only a comparatively few years ago, families were "exported" to make room for ducal pleasure parks; and in England to-day thirty thousand people own practically all the land, and the wage problem is terrible.

Wages, interest, and land rent, therefore, are inter-related, wages and interest depending upon each other, rising together as land rent falls, and falling together as land rent rises.

*In other men we faults can spy
And blame the moat that dims their eyes,
Each little speck and blemish find,
To our own stronger errors blind*

By A. H. Keyes, Superintendent of Public Schools, Needham, Mass.

By S. C. Bedinger, Principal of the Business Department of Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma

CONTINUING A SERIES OF NINE ILLUSTRATED ARTICLES BEGUN IN THE SEPTEMBER NUMBER

ILLUSTRATION 121

NOTICE that I starts like J. Be careful about letting this letter come below the base line, for if you do it will look like J. Put considerable time on the half-moon drill in order to develop the final part of this letter. You should be able to write a fair page of this copy. The small f will probably be your most difficult letter.



ILLUSTRATION 122

Make several lines of small l and v before trying small b. Write one-half page of each word.

ILLUSTRATION 123

Two-thirds of J should be above the base line and one-third below. The down stroke in this letter should be almost straight. Watch the small t's and r's in this copy.

ILLUSTRATION 124

Make one-half page of small l before taking up small h. Don't leave the words in this copy until you have written at least ten lines of each one.

ILLUSTRATION 125

Spend ten minutes on the various drills. Arrange the figures in groups similar to those given in the lesson. Write one-half page of each of the business characters.

ILLUSTRATION 126

The V will test your muscular control. Observe that the last part of this letter is not as high as the first part.

ILLUSTRATION 127

Make one-half page of the small l before taking up the small k. The difficult part of small k is the last part, which resembles a small capital R. If you are not careful your small k will look like small h. Don't neglect these frequently occurring words in the copy.

ILLUSTRATION 128

Capital U is very similar to V. However, it is a little

wider and has an extra stroke. Write five pages of this copy.

ILLUSTRATION 129

Notice how these drills gradually work up to small y. Considerable time should be spent on small j before undertaking small y.

ILLUSTRATION 130

It is plainly seen that the upper part of Y is very much like U. By simply coming down with a lower loop on U we have the Y. Two-thirds of this letter should be above the base line and one-third below. Don't make Y too large.

ILLUSTRATION 131

If you want to learn to make the small g practice faithfully on the figure 9. If the figure 9 is hard to make, practice on the small a. Write at least one-half page each of the words.

ILLUSTRATION 132

These drills should aid you considerably in the mastering of Q. Notice that the final stroke of this letter comes below the base line in order to leave space for the small u which follows.

ILLUSTRATION 133

Read previous instructions for figures and business characters. However, at least fifteen minutes should be spent on the drills in this copy.

ILLUSTRATION 134

Little instruction is necessary for to-day's lesson provided that you are doing your work systematically. Don't skip around too much. Spend at least five minutes on each drill. Train the muscles to act at your command.

ILLUSTRATION 135

You will note that the top of Z and Q are the same. Two-thirds of this letter should be above the base line and one-third below. The tendency is to get too much slant in this letter; also be careful about getting the letter too long. If the lower part of this letter is especially difficult you should devote at least ten minutes to the third drill.

ILLUSTRATION 121

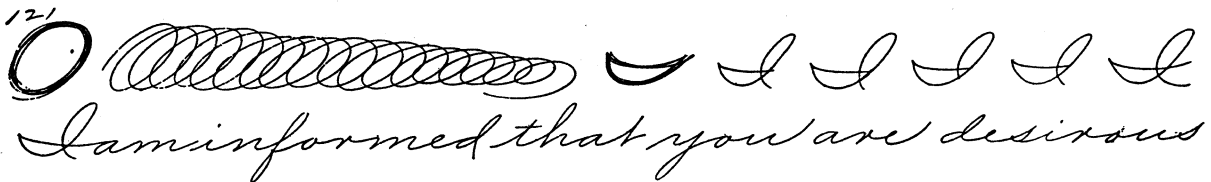


ILLUSTRATION 122

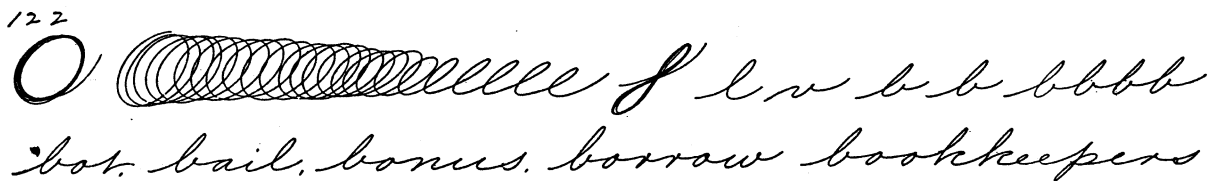


ILLUSTRATION 123

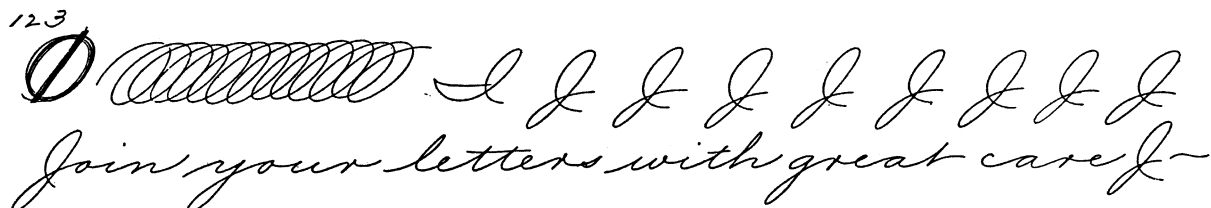


ILLUSTRATION 136

Small z is made a great deal on the same principle as capital Z, except, of course, on a smaller scale. Be careful about the slant in this letter and don't get the lower part too long. Write one-half page of each word. Put six to the line.

ILLUSTRATION 137

This is the most practical style of X that I have ever used. It is not only practical, but it is plain. The other style of X so generally used is not nearly as plain as this style. The majority of students seldom make the other style legibly.

ILLUSTRATION 138

"Warm up" by making several lines of the small i. Notice that the down stroke in small f is practically straight. Two-thirds of this letter should be above the base line and one-third below. Be sure you come far enough below the line to keep the letter from being confused with small b, which rests on the base line. This letter requires hours and hours of practice and can be mastered in no other way.

ILLUSTRATION 124

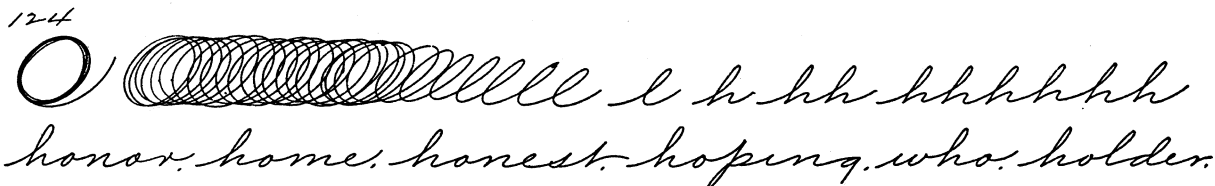


ILLUSTRATION 125

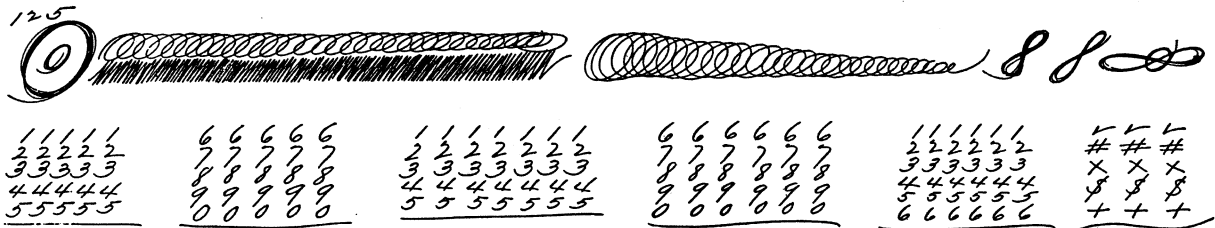


ILLUSTRATION 126



ILLUSTRATION 127

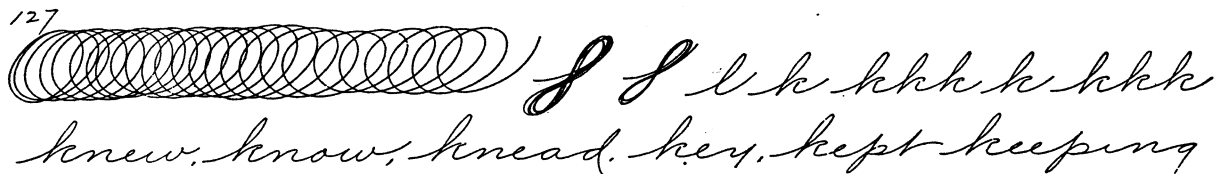


ILLUSTRATION 128

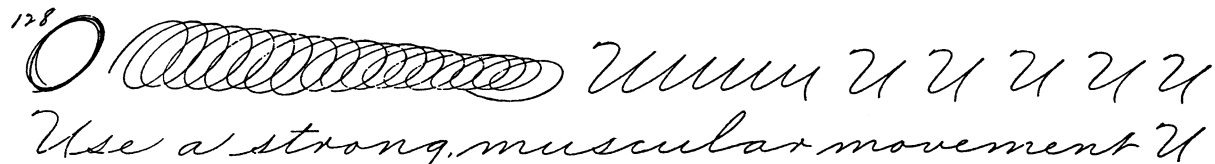


ILLUSTRATION 139

You will observe that small q is simply an a with the lower part of small f attached. If you can make a good small f, small q will give you very little trouble.

ILLUSTRATION 140

Read previous instructions for figures.

ILLUSTRATION 141

For to-day we are going to review all the capitals in accordance with the principles on which each is made. I have divided them into groups illustrating how one is developed from another. In practicing the alphabet it is a good plan to follow this arrangement of the letters. I want you to make one-half page of each of these letters just as they come here. Examine each letter carefully until you have the form clearly in mind, and then strive to secure that ideal form. By making one-half page of each of these letters just as they are arranged, I feel sure that you ought to be able to note considerable improvement. If a certain letter is found to be quite difficult to execute—make up your mind that you are going to master this letter, and in order to do so, make three solid pages of it.

ILLUSTRATION 129




129
  S S  Y Y Y Y Y Y Y Y
 yet you your youth young yield-

ILLUSTRATION 130


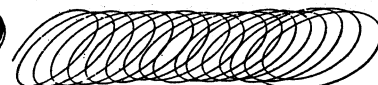
130
  U U U U U U U U
 Young man wake up to your opportunities

ILLUSTRATION 131


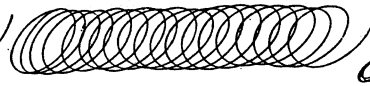
131
  G G G G G G G G G G
 given, gained, good, going, grand, gone

ILLUSTRATION 132

132
  Z Z Z Z Z Z Z Z
 Quinn, Quincy, Quota, Quebec, Quinton.

ILLUSTRATION 133


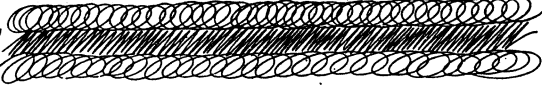
133
  P P P P P P P P P P P P P P P P
 1 2 3 4 5 6 7 8 9 0 ~ 1 2 3 4 5 6 7 8 9 0 ~ 1 2 3 4 5 6 7 8 9 0
 v v v # # # & & & ? ? ? ; ; ; = = = \$ \$ \$ % % % %

ILLUSTRATION 134



134
  J J J J J J J J J J
 joined journal, journey, job, jobbing

ILLUSTRATION 135

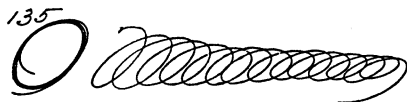
135

 m m m 2 z z z z z z z
 zornes Zimmerman. Zanesville. Zanes

ILLUSTRATION 136

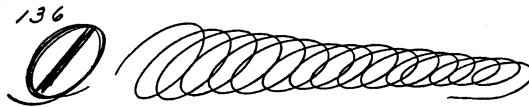
136

 m m m z z z z z z z
 zero. zero. zinc. zither. maize. lazy

ILLUSTRATION 137

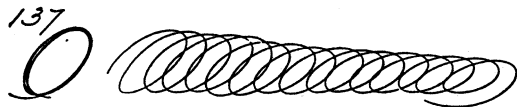
137

 x x x x x x x
 X is seldom required Xemes. Xmas.

ILLUSTRATION 138

138

 f f f f f f f f f f
 fire. fine. firm. fail. forfeit. finances.

ILLUSTRATION 139

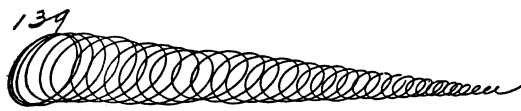
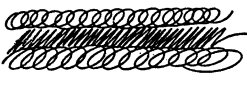
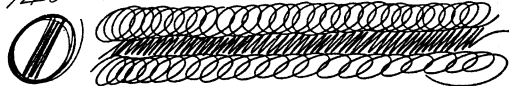
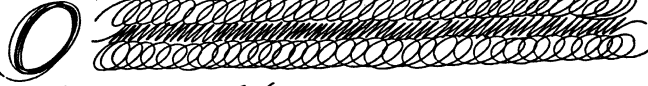
139


 a q q q q q q q
 quince. quote. quire. queue. quaint

ILLUSTRATION 140

140


 $\frac{1}{3} \frac{4}{6} \frac{7}{9} \frac{0}{2} \frac{3}{5} \frac{6}{8}$ ~ $\frac{1}{3} \frac{4}{6} \frac{7}{9} \frac{0}{2} \frac{3}{5} \frac{6}{8}$ ~ $\frac{1}{3} \frac{4}{6} \frac{7}{9} \frac{0}{2} \frac{3}{5} \frac{6}{8}$ ~ $\frac{1}{3} \frac{4}{6} \frac{7}{9} \frac{0}{2} \frac{3}{5} \frac{6}{8}$ ~ $\frac{1}{2} \frac{3}{4} \frac{5}{6} \frac{7}{8} \frac{9}{10}$

141
 O A C E - N M W - X K T F B
 P Q - S G - D L - I J - V U Y X
 2 Z + 6

Who Was the Most Famous Stenographer?

From Remington Notes

"Who is the most famous stenographer that ever lived?" Our correspondent who asked this question didn't stop there. She was ready with her own answer. Her nomination is CHARLES DICKENS, the great English novelist. Dickens' shorthand could almost be called an inheritance, as his father was a shorthand reporter before him. He

And speaking of Dickens, he is the writer to take up if you want a picture of what a business office was like fifty, or even thirty years ago, before the advent of the writing machine. Let him take you, as he does in "Dombey and Son" and "Nicholas Nickleby," into the counting houses of that day, and see the uniform pen drudgery; not of the "understrapping quilldrivers" merely, but of every one connected with the establishment, even up to the "arch boss" himself.

Imagine the transformation in any one of Dickens' commercial characters if we can conceive of him no long-



wrote the Gurney system which is still in use in reporting the speeches in Parliament. At the age of nineteen, he entered the Parliamentary galleries and reported political speeches in and out of Parliament for five years, from 1831 to 1836. His skill as a shorthand writer is attested by Mr. James Grant, who reported alongside of him in the Parliamentary galleries, who says:

"Among the eighty or ninety reporters, Dickens occupied the very highest rank, not merely for accuracy in reporting, but for his marvelous quickness in transcribing."

er driving the quill pen painfully over the pages, but dictating his letters in dignified tones to a stenographer to be transcribed on the writing machine. Such a transformation would bring a new accession of dignity even to the proud *Dombey* himself.

And now, to come back to our first question: Who do you think was the greatest stenographer that ever lived? Was it CHARLES DICKENS or was it someone else?

Your answer, if it is a good one and to the point, will be welcomed in the pages of *Remington Notes*.

Written by E. H. McGhee, Trenton, N. J.

Harry L. Ford
J. D. Gibson *W. C. Winner.*

Some Mistakes in Teaching English

By Ida M. Ballheim (THIRD ARTICLE)



IF improvement in expression is the object, current usage should be taught, and correct habits formed long before formal grammar is undertaken. For technical grammar is not taught with these things in view. Most teachers will tell you that it is taught for the sake of certain mental discipline. But mental discipline should not be the end of all study.

Only in a few cases does the study of grammar prove a stepping stone to the mastery of a good conversational or letter-writing style. If such mastery is important, and cannot be attained by familiarity with grammatical rules, how is to be obtained?

By talking, reading, writing, we learn English, or any other language. A child of two years uses about 700 words, which he has acquired without much trouble, not knowing that he was learning. If his parents are bright and clever and use good English themselves, he too will use it, even if he never sees the inside of a grammar. But if he never associates with those who speak well, he may absorb several grammars and rhetorics, and still talk like a boor, or go to the other extreme, and talk like a prig. Or he may refuse to study grammar, and then he has small chance of acquiring the ability to tell what he feels and thinks. And he has his reasons for refusing to study grammar.

Consider the case of Henry, who has come to the business college with very little previous training in grammar. I have seen the little school house where he obtained that little, and the very immature teacher who instructed him. It was Henry's luck that his teacher cared neither for books nor children, but even if she had cared, and thoroughly understood his needs, a higher authority lays out the course, dictates the textbook, and gives the examinations. I don't blame him for objecting to study what was offered him. It was a grammar that began with definitions, and wound up with parsing and false syntax, and Henry never had time for it. Now arithmetic seems to be connected with the price of hogs, the specifications for a barn, the size of a farm. There is not a word in that vague, indefinite study called grammar, about crops, live stock, or seed corn. Here are some memory gems to learn, in relation to the "dark, unfathomed caves of ocean," "footprints on the sands of time," "the azure robe of night," things quite outside his world. Of course, we can say to Henry, "Take what is given you, or go without," and he will go without. In the One and the Other, the boy says to his teacher, (I quote from memory) "I study 'rithmetic five year. I want to learn build bridge. I tought I learn in the 'rithmetic, but 'rithmetic is all 'bout tousan' dollar, tousan' dollar. I ain't got no tousan' dollar—I never have tousan' dollar."

Henry finds that grammar is all about literature, literature. He has no leanings toward literature. Just as you can't add apples to oranges, so you can not add the academic teaching of English to anything in Henry's brain. Would it be "unpedagogical" and all wrong, to give Henry something that might be welded to what is already there?

If he refuses one food, can't he be induced to swallow another?

Here are the questions that are sent out by the educational authorities of Iowa, for use in the country schools as final examinations. It is evident that there is no demand for power of expression. It isn't even thought necessary that Henry shall know how to write the simplest sort of letter.

GRAMMAR

RURAL SCHOOL EXAMINATION, FEBRUARY, 1912.

(Answer ten only)

1. Define the following kinds of nouns, and name two or more of each class: Common, proper, collective, and abstract.
2. Name the simple personal pronouns and decline all those of the first and third persons.
3. Write the principal parts of the following verbs: Lie, to recline; lie, to tell a falsehood; lay, sit, set, go, see, sing, do and swim.
4. Write the possessive forms, both singular and plural, of the following words: Man, woman, calf, foot, son, money, city, potato, tooth and goose.
5. Classify sentences, (a) as to form; (b) as to use. Illustrate each kind.
6. Define transitive and intransitive, regular and irregular verbs, and give sentences to illustrate each.
7. Use a pronoun, (a) as the subject of a sentence; (b) as the object of a verb; (c) as the object of a preposition; (d) as attribute, or subjective complement.
8. Give three rules for the forming of the possessive; three for the use of the capital, two for the use of the comma, and two for the quotation.
9. Analyze:
Ring out the old, ring in the new,
Ring happy *bells*, across the snow;
The year is going, let him *go*;
Ring out the false, ring in the true.
10. Parse the words of the foregoing stanza, which are printed in italics.
11. Write not less than seventy-five words, nor more than one hundred, on any subject you may choose, to show your use of English.

I believe Henry would be glad to learn to write a good letter about something he is interested in. Is it a small thing to teach him this? Why if Henry began to write letters as soon as he could guide a pen, and wrote one every day for eight years, the time allotted to the grades, he would still have something to learn, even if all these letters were carefully corrected and rewritten. The subject is inexhaustible.

In reading I believe we are making the same mistake, to some extent. If the result of our teaching is that pupils hate reading, something is wrong. I know a girl who is reading and hating Burke's "Conciliation," but she has to read it if she gets her high school diploma.

Possibly librarians are making a mistake in refusing to buy the works of E. P. Roe, M. J. Holmes, Hall Caine, and Marie Corelli. On account of this exclusion, many good people make little use of our libraries.

It is easy, if you begin where a pupil is, to take him part way up the hill, but you can not start him from a higher point than he stands on.

Written by a New York Public School Pupil, Showing the Permanent Quality of Muscular Movement Training

*A specimen of my writing learned
six years ago in Public School No. 4
Clara M. Cohen.*

Commerce and Industry

By L. C. Rusmisl
Principal Omaha High School
of Commerce, Omaha, Neb.

The Farming Industry



HERE are about twelve million people engaged in agricultural pursuits in the United States, notwithstanding the heavy demands made by the cities for workers for the many other industries. Agriculture is the most nearly fundamental of all industries and, in point of the number of people engaged in it is the chief one of this country. Its importance may be better understood by considering that agricultural products constitute eighty per cent of all our exports. The ten leading products of our fields require a farming area larger than all of the British Isles and France combined.

The American farmer occupies a unique position, as his status is entirely different from that of any other in the world. Farming, like other industries, may be either a business or a mere occupation. Every year it is becoming more and more one of the most highly specialized industries. Those who contemplate entering this occupation should first determine what particular crop will thrive best in the particular locality under consideration. We have cotton in the South, corn in the Middle West, wheat in the North Central States and fruit in the West and Southwest. Sugar beets, staple vegetables and other products represent a wide range of territory and the products of the market garden are most profitable in the vicinity of large cities.

Farmer Must Be Chemist and Botanist

The farmer of to-day must be something of a chemist and botanist, at least to the extent of understanding the requirements of the soil in his locality. He must know what necessary elements are lacking and how to supply them with artificial means. He must have a good general idea as to drainage, in order to obtain the best advantage from his land and he must understand what elements of its food a plant derives from the atmosphere. It is a simple thing to know that grapes grow best on a hillside, where they get the advantage of the sun's rays a greater part of the day, and this is particularly true of melons and other fruits. A few such facts, understood and applied some years ago, would have rendered many an abandoned farm profitable.

In the same manner the dairyman should understand the chemistry and bacteriology of milk, together with the kind of feed best calculated to produce good butter and cheese qualities. He should also have a good understanding of the points that mark good cattle and know how to treat their common disorders, in order to raise them successfully. This is the day of the educated farmer, and great strides have been made during the past decade in every state to provide the proper kind of training along this line. Among the greatest educational institutions of the land are the agricultural colleges of such states as Iowa, Kansas, South Dakota, Minnesota and North Dakota, while many other institutions of renown, such as Cornell University and the state universities of Michigan, Wisconsin, Missouri, Nebraska and many other states, provide exceptional training along this line.

Agricultural Colleges

At the agricultural colleges the courses are very complete and their completion leads to the degree of Bachelor of Agriculture, yet there are shorter courses where, by intensive study, one may take training along any particular line. These courses are sometimes given during the winter months, when there is little work upon the farms, or they may be at some other time of the year dur-

ing a lull in the work. Thousands of farmers take courses every year in seed selection, stock judging, plant spraying, motor engineering, etc. The farmer is thus brought to realize that his farm is something like the factory, or some other great business institution, for the production of necessities or luxuries for the public, which may be made to yield the highest profits if handled in an intelligent and well-informed manner.

Nearly every state conducts an experiment station in connection with its school of agriculture. Here several hundred acres are kept under constant intelligent cultivation, both in raising all kinds of vegetable crops, and in pasturing and feeding domestic live stock, horses, cattle, sheep and hogs. Every suggested experiment is here thoroughly tried and all improvements are made public that the farmers may profit by them.

Proportion of Population on Farms

At the beginning of the past century only three per cent of the inhabitants of this country lived in cities, the remainder lived in small towns and on the farms and were dependent upon agriculture for subsistence. There was little manufacturing, as almost everything, except the products of the soil, was imported. At that time there was not enough wheat raised in this country for bread and it was feared that the food supply would not keep pace with the increasing population. The limit of food production with the sickle had been reached. However, immediately following the invention of the reaper, the number of bushels per acre began to increase, as well as the size of the farms, as much more grain could be handled by machine than by hand labor.

From the ninety-seven per cent of people on the farms in 1800, the number has gradually decreased until now there are only thirty-three per cent of our population left to work the farms. There has been a constant flow of young men from the farm to the city, yet the farms of to-day produce, with only one-third of the labor, enough to feed the entire population and export one hundred million dollars' worth of products per year.

Farm Machinery

There has been no such achievement elsewhere in the history of the world. Much, of course, is due to the fertile soil of our great plains and valleys, much to the government which has given security to property and much to the great railroads that have transported the products across the continent. Much more is due, however, to our great number of inventors, who have recognized the necessity of improved methods on the farm and who have provided the farmers with tools and implements, that have enabled them to produce more cheaply than any other nation in the world. In no other country in the world could be harvested, so expeditiously, eighty million acres of corn, forty million acres of wheat, thirty million acres of oats, twenty million acres of cotton and fifty million acres of grass every year.

Consider for a moment how it would seem to attempt to harvest eighty million acres of wheat with the sickle and thresh it with a flail! How absurd it would be to attempt to gin ten million bales of cotton by hand! While the cotton crop gives employment to more capital and labor than any other one product of the farm, yet the area planted in cotton is only one-fourth that planted in corn, and now we are picking cotton by machinery and a new era has opened.

The plow, seeder, planter and cultivator have produced areas of the small grains that it would be impossible to harvest without the self-binder. The crooked stick—the plow for centuries—merely scratched the surface of the ground. Our inventors have so fashioned the plow that the soil is completely turned over. The operator now

rides, and in place of one furrow he turns over two or more, and the latest wonder is as many as twenty gang plows pulled by a traction engine! Harrows from eight to thirty feet in width follow the plowing and prepare the soil perfectly for the seed. The improvements in planters and drills have not added so much to the area as they have to the quality of the planting. Cotton can stand in the field for three months after it ripens and corn can be picked after the snow falls, but wheat and other small grain must be harvested when ripe. The reaper is, therefore, the forerunner of civilization.

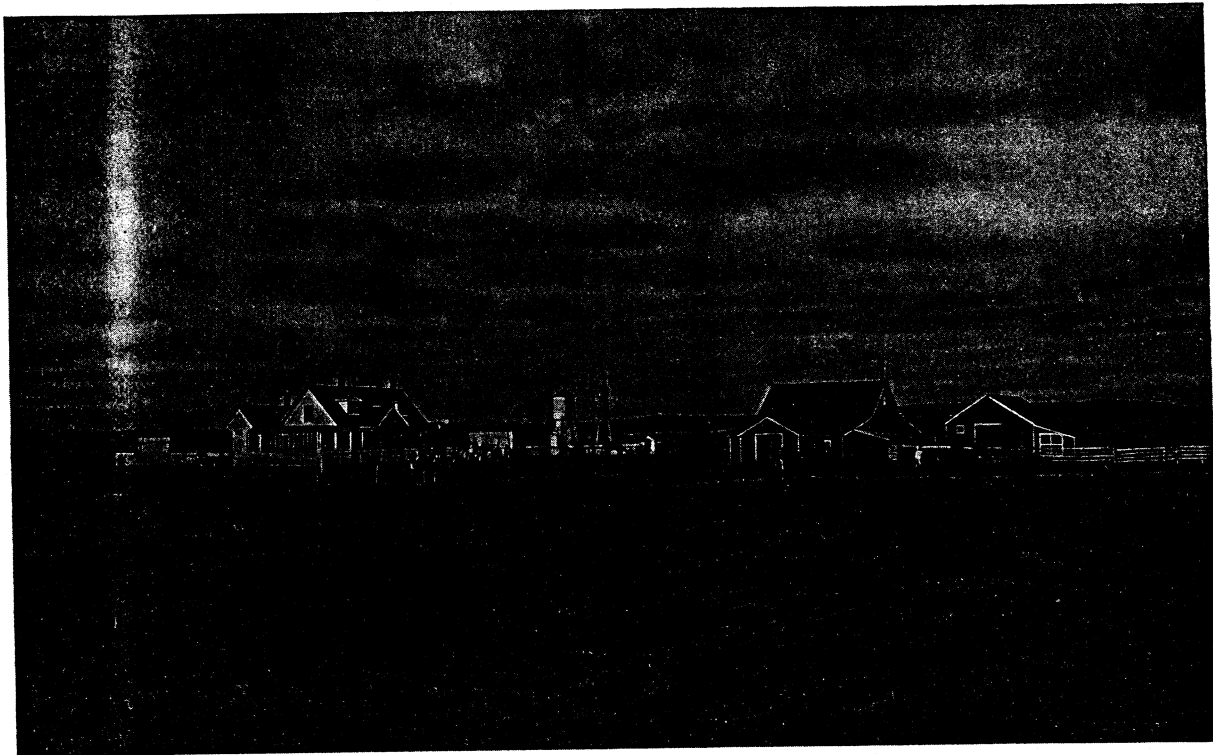
Farm Owners, Tenants and Farm Values

It seems hardly possible that, within the last fifty years the total value of the farms of the United States has increased twenty-five fold, but such is the case. The Great American Desert has been made over by irrigation into the most productive region imaginable. A million people

taken a step upward. We often hear it said that it is impossible for a young man to begin with nothing and become the possessor of a good farm, clear from incumbrances. Yet, during the past decade the number of farms worked by their owners has increased twenty per cent. There are great opportunities for the farm hand who is industrious and economical.

Farm Labor

Of all classes of help the farm laborer is the most difficult to find and retain. Such labor is so scarce in some states that it is necessary to import men, who are usually novices, to do the work. This is particularly true in the wheat belt. In the West and Northwest the majority of the laborers are Chinese and Japanese and in the South many negroes are employed, but they are the most shiftless and unreliable of all. In many states the farm hands are almost as well off as their employers. Machinery has



A NEW FARM IN THE GREAT NORTHWEST

pour into this country every year, in addition to the natural increase by a like number. This all means that the farms must gradually become smaller and the farming more intensive, as is the case in foreign countries having a congested population. The education of our farmers will enable them to produce greater yields per acre with correspondingly greater returns.

Farms in the United States are operated by three classes of people: owners, cash tenants and share tenants. About sixty per cent of the farms are operated by the first class and this number is gradually increasing. In some sections of the country the land is owned by large syndicates, who operate upon an elaborate scale. This is particularly true in those sections adapted for the growing of wheat and cotton.

Tenant farmers are of two classes: those who were formerly farm owners and have taken a step downward and those who were formerly farm laborers and have

reduced their drudgery to the minimum, while their wages have steadily advanced.

The freedom from restraint, the feeling of equality and knowledge of opportunity, which lies before every farmer, should be an inspiration and spur every one to efforts such as have wrought the marvelous progress in farming, which has been made during the past century. The field lay open to all at the beginning, but it was only the American who found out, accepted and successfully used new methods, new implements and machines, thereby quadrupling his power of production and enabling him to compete in the markets of the world against cheap labor. At the same time he is the best fed and best dressed farmer in the world and has every opportunity for culture and refinement.

(The engraving for this article was furnished by courtesy of the Union Pacific Railway Co., Omaha.)



Left-Handedness Considered by Prominent Teachers

THE subject of left-handedness is again absorbing the attention of psychologists in the big universities and, as a consequence, the practical teachers of writing are giving new thought to it. A good deal of publicity, through the daily newspapers, has been given recent books and articles written by medical men who claim that a child's mind is liable to be damaged by the forcing process of changing from left-handedness to right-handedness. Very little evidence is given by these medical writers to back their assertions. The following statements to THE AMERICAN PENMAN indicate the general sentiment of the teaching profession in the United States:

NEW YORK

I am strongly in favor of training left-handed pupils to write with their right hands, but in order to make this work succeed it is necessary to begin very early in one's school career. At first the results are unsatisfactory and discouraging, but if persistently held to the child can be trained to use his right hand in all of his written communications. I am sure that every child who uses his left hand works at a great disadvantage. His penmanship is slow and labored, almost always vertical or backhanded. The arrangement of light in the ordinary school buildings is arranged for right-handed pupils so that in this respect the left-handed pupil is at a disadvantage. The same can be said of business houses. I speak from personal knowledge in this matter, as my younger son is persistently left-handed and I am sorry to say that I did not begin early enough and did not hold persistently enough to change him from a left-handed to a right-handed writer.

ANDREW W. EDSON.

Associate City Superintendent of Public Schools of New York City.

WORCESTER, MASS.

You asked me to give you the report of the committee appointed by the New England Association of Penmanship Supervisors to investigate left-handedness.

As yet our investigation is incomplete, but out of 37,481 pupils we have found 1,946 left-handed pupils. In two cities we found that six per cent of the pupils were originally left-handed.

As psychologists claim that the speech centers are likely to be disturbed by making left-handed pupils write with right hand, we have watched particularly for cases of stammering where pupils have been changed. Only two such cases have been reported and these are being carefully watched.

Three-fourths of the pupils who persist in writing with the left hand are below the average ability in writing.

Most pupils who have been converted to right-handedness still use the left hand for some work.

All agreed that, if the change is made, it should be accomplished by encouragement rather than force and with the cooperation of the parents.

(MISS) M. B. TOOLE.

Supervisor of Penmanship, Public Schools of Worcester, Mass.

ROCHESTER, N. Y.

I believe the children in the lower grades of the public schools should be taught to write with the right hand without any exception. In the higher grades the matter would be determined by the amount of interest that could be aroused in the student himself and in his parents. It is

difficult to make the change from left-handed to right-handed writing with the older students and it needs a real conviction on the part of the student and a consequent desire to attain the end. The sympathy of the parents is a very great help in such cases. I believe we ought to keep up steady missionary work with parents to induce them to observe their children in infancy and attempt to cure them of left-handedness. The tendency to left-handedness appears usually in the child from the sixth to the tenth month and if a firm and persevering effort is then made to cure it, it can be quite readily done. If parents realized the handicap which left-handedness causes in certain positions in the business world they would be much more earnest in their efforts to cure the child of left-handedness.

JOHN F. FORBES, PH.D.

Associate Principal of Rochester Business Institute.

MINNEAPOLIS, MINN.

In answer to the question "What shall we do with the left-handed pupil?" I wish to say that where it seems best, we change to the right hand in the lower grades, but where a pupil is absolutely left-handed and perfectly helpless with his right hand, we do not interfere. I do not agree with the theory that every pupil who happens to take his pencil in the left hand is "naturally" left-handed, was born so and should never be changed, for I find that a large number of such pupils are left-handed by habit only. When we change them, they at once do as well with the right hand as with the left, and to allow such cases to go on with the left hand would be little less than criminal. We find very few pupils at the age of six or seven who are absolutely left-handed and cannot easily change.

J. R. BAYLEY.

Supervisor of Penmanship, Public Schools of Minneapolis, Minn.

Left-Handedness

A. B. Wraught, Principal of Commercial Department of High School, Pittsfield, Mass.

The use of the left hand in writing cannot, I believe, be separated entirely from the use of the left hand in other things. Or in other words its use in writing should be studied in relation to its use for other purposes.

I have been surprised at the dearth of material to be found on this subject. I believe there are not more than a dozen English authors who have contributed to the subject and most of these in a popular rather than a scientific way. There have been in the past two years some little attention and experimentation given to the subject abroad, but so far as I have been able to find no English translation of their work has been made.

The assertion has been made that primitive man was ambidextrous, using his club or hurling his stone with either hand as necessity required. This assertion is, of course, difficult of proof. But we do know that at a very early time men found it better to train one hand to a greater skill in the use of sword or spear than to have two hands only moderately trained and this is the answer to the advocates of ambidexterity. Just as the boy who writes with either hand will never write so well as though all of his practice was spent on improving the work of one hand.

This naturally brings us to the question—*which hand shall it be?* Writing teachers are almost unanimous in the belief that if the child has a tendency to use the left hand it should be discouraged in that use and encouraged

or forced to use the right hand. They point to the fact that the lighting of the schoolhouse is so arranged as to favor right-handedness and discourage left-handedness and even the inkwells so placed as to be of greater convenience for the use of the right hand. Then, too, the teaching methods are especially adapted to right-handed pupils.

On the other hand psychologists after a careful study and experimentation are not unanimous in this decision to change the child indiscriminately from the use of the left hand to the use of the right. And it seems at least unwise for us, even as "writing masters," to say "What do they know about the teaching of writing anyway?" They may not understand the teaching of writing as well as any of us but their business is to study methods of teaching. They may not understand nor be able to teach arithmetic, or language or geography as well as some who are daily presenting these subjects yet the understanding by these teachers of the laws of development, mentally and physically of child-life will enable the teacher to present the subject of arithmetic or language or geography more efficiently.

On the use of the left hand Dr. Baldwin of Princeton University, made some interesting experiments of his own children the results of which he gives in his book "Mental Development" and here I would like to call attention to the care with which these experiments were carried out as to time of day, effect of lighting, the position of the child being changed frequently and the experiment repeated and the physical condition of the child noted at the time and the results were carefully noted and tabulated. We are frequently satisfied to get results in the writing class or in the finished product and forget to take into account even the general school work. One of the objects of Dr. Baldwin's experiment was to find out at what period a preference was developed for the use of one hand. The experiments began at the fourth month and extended through the tenth month. The first series of experiments covered the period of the fifth to the ninth month and the summary is as follows: Total experiments 2187. Use of right hand 577, use of left hand 568, use of both hands 1,042. This would, of course, indicate real ambidexterity, the difference in the use of the two hands being so slight as to be negligible. The test was then varied by putting the articles farther away thereby requiring a much greater effort to reach them. It was found at the ninth month out of eighty trials, seventy-four were made with the right hand, five with the left, and one with both hands, showing that while for ordinary, easy movements either hand was used, yet when it came to times of stress the right hand was almost invariably used. You will note too that this development occurred before the power to walk or talk so that neither of these activities could have any influence in the formation of right-handedness which is claimed by some as a determining factor.

Very early in the development of the race mention is made of the use of the left hand as a peculiarity. About the year 1400 B.C. mention is made of 700 men of one of the tribes of Israel who were so expert in the use of the sling with the left hand they could throw "within a hair's breadth and not miss."

Several quite plausible explanations of the reason for using the right hand have been given. It is, I think, Dr. Gould of Philadelphia who says that "probably as good as any reason is the 'Topsy' reason. 'Just grewed.'"

As to changing the child from the use of the left to the right hand in writing. As has been said writing teachers are all but unanimous in the belief in changing to the use of the right hand and can usually point to some good results from the change. On the other hand most scientists are very careful in their recommendation on this point and cite instances where harm has resulted. See the writings of Dr. Gould and Dr. Whipple. They cite instances where paralysis of speech has occurred, and Dr. Gould speaks of a man who was unable to express himself when writing with his right hand. His power of expression seemed to be paralyzed and it was necessary for him to dictate matters which he wanted written.

Many teachers decry this and assert they have never seen or known of a case and I should say it is extremely rare. But there seems to be a physiological basis for such a happening. It is a well-known fact that the brain is divided—not unlike an English walnut meat—into two hemispheres and that the right half controls the left side of the body and the left half of the brain controls the right side of the body. Most of the bodily organs are provided in duplicate but there are certain parts that are not. Of these the most typical perhaps is the power of speech. This evidently must be located in some one region of the brain. This has been acknowledged to be located on the side of the brain controlling the stronger side of the body, so that in right-handed persons it would be located on the left side of the brain. Physiologists have for many years carefully studied the location of the various functions of the brain and as a result the location of the various regions of the brain controlling the motion of the limbs is known and the regions controlling certain other sections of the body has been established.

You will note from these the relation of the sections of the brain controlling the functions of speech and writing or arm motions and facial muscles. This would indicate that a confusion in one might result in a confusion of the other and this is exactly what the scientists claim and of which they cite instances. I think it is Benot, a French scientist, who has recently been conducting experiments in this line who makes the suggestion that where insistence is made on the change from the use of the left hand to the use of the right for writing between the ages of eight and eleven years there is apt to be a disturbance in the speech function and in fact in the organs of expression. I think he makes the suggestion that the change be made either before this time or after. When the speech and other faculties are matured.

Although the relation has not been traced out, it has been found that among definitely settled it has been found that the number of cases of left-handed among the deficient is about double that among normal persons. This percentage is between three and four for normal and from seven to eight for deficient persons.

The American Penman's Neighbors

The staff of THE AMERICAN PENMAN looks out through nine big windows of the PENMAN office directly across the street where rises the greatest school house in New York. The *New York Times*, in the recent issue of Sunday, February ninth, printed a full page of illustrations showing the pupils of this great school at work in the various schoolrooms and upon the roof. The following short description was printed in large type:

"MOST UP-TO-DATE SCHOOL IN THE WORLD."

"With Accommodations for 5,900 Pupils and 228 Instructors, the Washington Irving High School Was Opened Last Monday. It Is an 8-Story Building on Irving Place, Between 16th and 17th Streets, and Cost the City \$250,000. Among Its Novelties Are a Theatre Seating 1,500, a Seven-Room Furnished Apartment for the Domestic Science Classes, a Model Banking Institution for Business Students, a Garment Factory of Many Sewing Rooms, a Bookbinding Plant, a Miniature 'Zoo' for the Study of Animal Life, an Imitation Department Store for Girls Learning Business Methods, and a Roof Conservatory Filled With Growing Plants. There Are Also Basket Ball Courts, Gymnasiums, Shower Baths, and Lunchrooms in Which 700 Pupils Eat at One Time. William MacAndrew Is the Principal."

The first common school established in New York state was at Clermont, Columbia County, in 1791. The legislature authorized the use of the surplus excise revenue which was not needed to support the poor to purchase a site, erect a schoolhouse, and maintain a school. Chancellor Livingston was appointed a member of a commission to see that the act relating thereto was made effective.—*School Bulletin.*

How to Practice in Elementary Classes

By C. C. Lister

(SECOND ARTICLE)



IN order to teach anything successfully, the teacher must have a clearly defined purpose in mind. If the teacher does not have a definite purpose the instruction not only leads to no definite result, but pupils are usually wise enough to discover this fact and lose confidence in their leader. To help pupils write with the muscular movement the teacher must draw a distinct dividing line between finger movement writing and muscular movement writing. Practically speaking everyone rests the arm on the table or desk while writing,

but the writing is done in one of two ways; by keeping the arm still and putting the fingers in motion or keeping the fingers still and putting the arm in motion. When the latter way is employed muscular movement is used and to establish this should be the constant purpose of the teacher.

Practice on the simple straight line and oval drills does much to help pupils learn how to put their arms in motion, to make them move easily and freely on the large muscular cushion near the elbow, to exercise and train the upper arm and shoulder muscles that propel and guide the hand; but this is only preliminary. The real teaching of muscular movement writing consists of the technical teaching of the twenty-six letters of the alphabet. Pupils must be taught how to make the letters so that they approximate good standard forms, with the arm action. By practicing the various letters in the form of drills in which the letters are repeated, they become movement training exercises as well as drills embodying the technical teaching of the correct formation of the individual letters.

Since all the small letters may be made to a count of one, one-two, or one-two-three, they furnish ideal drills for concert practice. The repeating count may be made rhythmic—a sort of rhythm without melody, which quickens the action of the slow pupils and holds in check the reckless ones. Following the rhythm or count develops movement and power, *but does not in itself develop good writing*. There must be a definite aim in the practice. Aimless practice not only soon becomes monotonous and uninteresting, but seldom if ever results in anything approaching good penmanship.

The Lesson Plan

In order to teach a writing successfully there must be a systematic plan of developing the lesson. In the opinion of the writer, the plan should be as follows: 1. Study the exercise to be practiced. 2. Become accustomed to the correct rate of motion or speed. 3. Point out a prevailing fault and suggest the remedy. 4. Practice. 5. Compare with copy. 6. Practice, continuing to practice for short periods and to compare with the copy until one by one the objectionable features of the pupils' writing are eliminated. "Iron out one difficulty at a time."

Let us suppose the letter to be taught is the small "b" as shown in copy number 1.

How to Study the Exercise

Pupils must be led to see important characteristics of the letter before practicing. Pupils are not likely to see these important characteristics if they are merely asked to *look at the copy*. They may look at the copy ten minutes without seeing anything in particular about it—just as one may look at his watch without seeing what time it is. The teacher must ask leading questions about the letter while the pupils are looking at the copy. Here is an opportunity for a wide range of judgment. The teacher might ask questions of no value. The proper way to decide how to quiz the class is to anticipate the difficulties they will encounter in practicing the drill or copy.

Every experienced writing teacher can tell you instantly the usual faults that occur in the practice of any letter. For instance, in teaching the small "b" my experience has been that as soon as pupils begin to make it at the proper speed they make the loops too long, too narrow or angular at the top and bottom. Sometimes they swing the terminating point too high. These are the prevailing points in this letter. The study of the copy would be as follows:

Teacher—"Should the top of the 'b' touch the line above?" Class—"It should not." Teacher—"Is the top of the 'b' sharp or round?" Class—"It is round." Teacher—"How high is the terminating point in the 'b'?" Class—"About as high as the crossing of the loop."

The Proper Rate of Speed

The pen should glide along rapidly enough to produce light, smooth, clear-cut lines, such as would appear in the compact oval drill made at the rate of about two hundred ovals per minute, which should be practiced as a preliminary drill at each writing period. The aim should be to

ILLUSTRATION 1

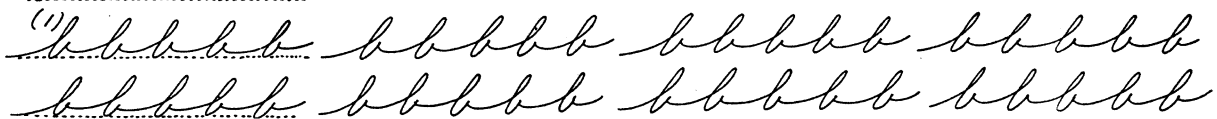


ILLUSTRATION 2

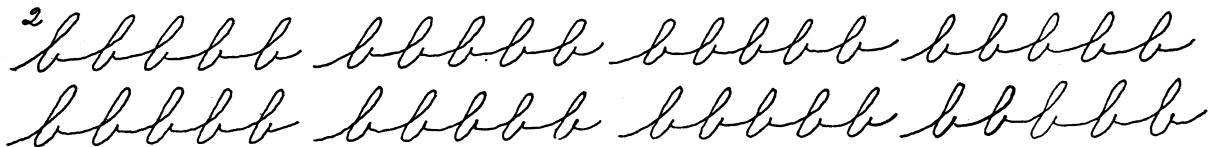
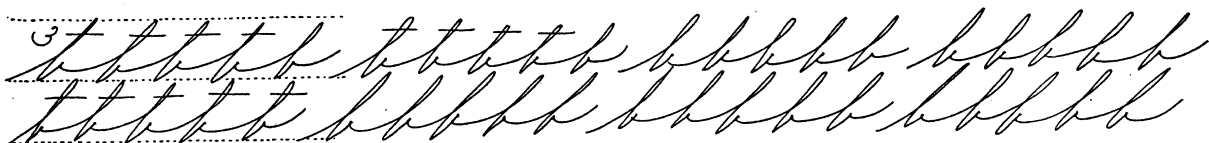


ILLUSTRATION 3



help pupils learn how to make the letter well at the average rate of speed employed by good business writers. The "b" should be practiced at the rate of eighty letters per minute. This is the rate at which the copy (No. 1) was written. Compare the quality of line in these letters with that of illustration No. 2 which was written at the rate of thirty-seven letters per minute. In No. 2 good letter formation is shown but freedom and ease, which would result from good muscular movement, are entirely lacking. This is the kind of writing of which our copy-book friends have been proud. When speed is applied the only redeemable feature—form, will be lost, thereby making this kind of practice a waste of time.

Therefore, the second step in the development of this lesson is to help the class become accustomed to making eighty letters per minute—four lines of four groups each, five letters in a group. The count should be 1-2, 3-4, 5-6, 7-8, 9-10 for each group. There should be a slight halt on the second count in each letter where the reverse motion occurs. It is a good plan for the teacher to sit at the desk and make a few lines with the class to be certain that the count is regular. The paper should be moved to the left a little after making each group. Perhaps only a few will make eighty letters at first; but after a few trials all will swing into the time or count which indicates the rate of speed that must be maintained during the lesson.

Form Building

Now we are ready to look for some prevailing fault. Let us suppose that much of the writing looks like that shown in illustration No. 3. There are several faults shown, but let us first examine the length of the loops. By referring to our copy we see that the tops should not touch the upper line. How many have a tendency to touch the upper line? Many hands are raised. We must practice making shorter loops. The remedy—use less forward motion; do not push so far when making the letter. Mental effort must be made. Power of control is exercised. How many can write across the page four times at the rate of eighty letters per minute and never touch the upper line? Nobody at first; a few the second time, and eventually the entire class. One thing accomplished!

Now let us suppose the writing begins to look like illustration No. 4. The loops are short enough but the tops are pointed, or very narrow. The pupils are reminded that before beginning to practice they agreed that the top of the "b" should be round and not pointed. It is assumed that the teacher has observed this prevailing fault while passing around the room and knows that when attention

is called to it, it will be an easy matter to convince the pupils that the top of the "b" must be improved. The remedy of this fault is more curvature of the upward line. Observe the corrections in the letters that are checked in illustration No. 4. We are now ready to practice and compare, practice and compare until this angularity is eliminated.

An interesting plan is to see how many in the class can make, say—two lines of "b's" without making a pointed top, always at the rate of about eighty letters per minute. Few will succeed at first but gradually this difficulty will be overcome and the writing will begin to look somewhat like that shown in illustration No. 5.

As will be seen readily, the fault here is the angle at the bottom. This fault does not occur as frequently as the two former ones to which reference has been made, but when it does occur, it is caused by making a slight halt at the base line where no halt should be made. See the corrections that are in the letters checked in No. 5. The remedy is to swing around the bottom of the "b" without halting in the motion. This furnishes a new incentive for more practice on the drill.

After a few minutes practice we should be able to find an occasional letter that compares favorably with the copy. The class should be permitted to stop practice frequently and check up the best letters as indicated in No. 6. They may be scarce at first, but gradually if an earnest effort is made, they will occur more frequently. Occasionally a pupil will succeed in making an entire group of five "b's" that are satisfactory, and eventually whole lines across the page like those shown in illustration No. 7, which were written at the rate of more than eighty in a minute by a young lady who acquired her skill by the foregoing process.

Sometimes it is found that the time for the writing lesson is too brief to complete the development of a letter; if so, the same letter should be continued in the succeeding lesson. The other letters may be presented in the same manner, the only difference being the varying characteristics of the different letters which must be emphasized.

Advantages of the Plan

Pupils practice intelligently. There is a definite purpose in the practice at all times. A high degree of interest is maintained. Pupils are taught to criticise their own efforts—they are taught to see the difference between poor writing and good writing. The pupils benefit by the teacher's experience. Both movement and form are developed simultaneously. Mental concentration is developed.

ILLUSTRATION 4

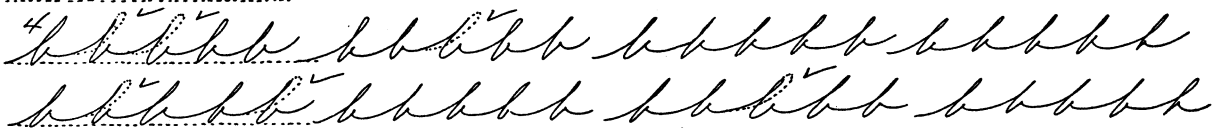


ILLUSTRATION 5

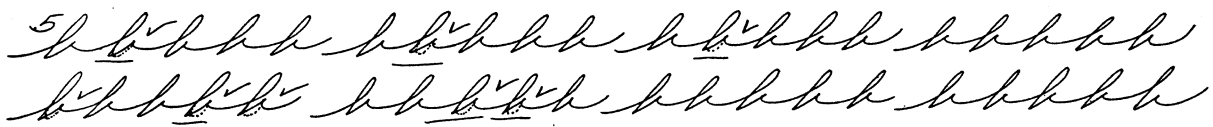


ILLUSTRATION 6

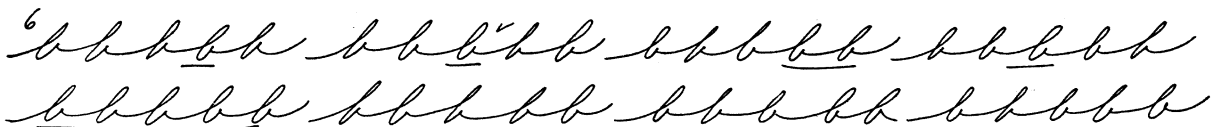
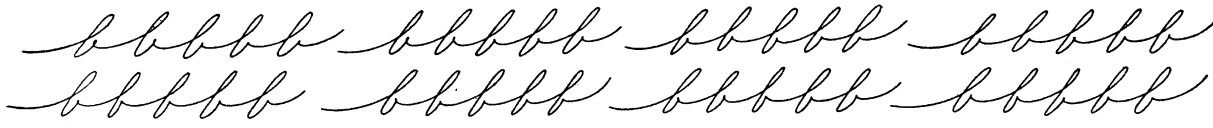


ILLUSTRATION 7



A Plan for Grading Pupils

By A. N. Palmer

MANY superintendents and principals have asked me to suggest an "outline" to be followed as a schedule, in advance, of work to be done by the penmanship classes. My experience has been such that I have concluded that to obtain the highest grade of results in writing, we must throw the responsibility of outlining the work to be done by the pupils from day to day and week to week, upon the individual teachers. As everyone knows, no one ever learned to write a practical hand through any copybook that was ever made.

It is of course true that an occasional pupil will master muscular movement well enough in two or three weeks to write words with the movement. That pupil should not only be permitted, but encouraged to move forward in the work as rapidly as ability allows and of course much more rapidly than other pupils who have not yet mastered motive power well enough to make the oval with correct movement. Any "course of study" which makes no allowance for pupils of this kind is fundamentally wrong, for it would actually assign as pacemaker for pupils in an entire grade, the poorest pupil in the class and all pupils who might go forward and learn how to write well in two or three months, would be held back for several years.

This matter of penmanship is a simple one and I do not think it should be made complex through the introduction of courses of study which, while taking care of the matter of formation of letters, do not encourage teachers to teach the important basic principles.

"Should pupils in the first grade use large pencils?" I am frequently asked this question. I do not believe that a little hand should be compelled to hold a pencil which is so large that it would be uncomfortable in my big hand. I have heard many arguments in favor of the large pencils for little children, but these arguments have been made by educators who have never taught practical writing. I believe that even first grade pupils can be taught how to hold the smaller pencils loosely in their hands.

It is natural that many teachers, wearied by the work of arbitrarily grading each individual pupil in penmanship should long for some labor-saving device which would, like a machine, grade the pupils automatically, so to speak. The search for this perfect grading machine, or scale, is somewhat like the search for the easy and royal road to knowledge, or the fountain of youth, or perpetual motion. Inventors have made such devices, claiming they would do the work and relieve the teacher of responsibility, but in every case thus far they have failed.

All these grading schemes and devices thus far proposed measure the pupils' progress almost entirely by the FORM of the writing. Probably pre-historic man used some such device. Undoubtedly the ancient Assyrians, Egyptians and Phoenicians measured progress in handwriting by form, without regard to movement and so did their successors, the followers of the modern copybook. But we have progressed far beyond such crude and obvious methods.

Yet, of course, the teacher must have some practical rule

for grading pupils and naturally many principals and superintendents have formulated rules. Many different sets of rules for grading have been shown to me and I have been asked to analyze them. The influence of the Egyptian system and the copybook system is palpable in nearly all of them. For pupils in the first grades they give three, four or five times more credit to good form than to correct movement. Because of the self-evident fact that we cannot expect good writing which combines legibility, rapidity and ease until the pupils have established correct movement habits, I should grade correct movement much higher than correct form in the beginning stages of the work.

In my judgment pupils who are graded ten per cent for correct movement and fifty per cent for correct form will be taught by their teachers to draw the letters slowly and carefully in order that they may be made accurately, when specimens are required for grading. This, it seems to me, puts the emphasis in the wrong place, belittles good posture and movement, and magnifies early in the pupils' school life, good formation. We want good form of course, just as soon as it is possible to obtain it without sacrificing healthful posture and easy rhythmic motion.

Of course the amount of "effort" made by a pupil is an important element in grading the pupil. But it is nearly impossible to correctly estimate it for school statistics. According to statements of thousands of teachers with whom I have talked, ALL of their pupils ALWAYS make the effort. Only the most flagrant cases of refusal to make the "effort to improve" are noted and penalized by the teacher in reports for grading. Since, therefore, it is so difficult to get correct reports of this element, there is manifest danger in giving it a large value in the summary. Superintendents frequently give it a value of 15, 20 or 25 in a total of 100. My estimate of the MAXIMUM values to be given the four elements that make up the total of 100 in grading pupils of the first, second and third grades is as follows:

| | |
|---|----|
| Position (including holding the pencil or pen)..... | 30 |
| Correct movement | 50 |
| Effort to improve | 10 |
| Form | 10 |

For grades four and five I should recommend maximum grading values approximately like the following:

| | |
|---------------------------------------|----|
| Position (including penholding) | 20 |
| Correct movement | 40 |
| Effort to improve | 20 |
| Form of writing | 20 |

When pupils have been taught well muscular movement in grades below I would recommend the following scale for grades six, seven and eight:

| | |
|--|----|
| Position and movement..... | 20 |
| Application of movement..... | 30 |
| Form, legibility, regularity, spacing and neatness | 50 |

By McHenry Mitchell of Strayer's Business College, Washington, D. C., in a Business Letter

Please let me know how the matter stands and I will fix it up at once. I can't very well get along now without the Penman after leaning on it so heavily for so many years

*Very truly yours,
McHenry Mitchell*

How Would You Grade This Specimen by a Public School Pupil ?

Ability - capacity
abil - power
ity - capable of having
ability - capable of having
power to do things.
capacity - power to acquire,
to receive, or to understand.

A person may have ^{great} the
capacity for acquiring knowl-
edge and yet not the ability
to make practical use of
that knowledge

Antonym: - inability
incapacity.

Catherine Mc Connell,

January 24,

[We publish the specimen above, written by Catherine McConnell because it represents the ordinary, every-day work of this pupil just before she graduated from the eighth grade of Public School No. 31 in the Borough of Bronx, New York City public school system. This page was a part of an examination. As the writing was photo-engraved, the reproduced specimen shows no improvement over the original. Knowing that this young lady sat in a healthful posture and wrote at commercial speed without physical strain, what should this specimen be graded on a basis of

one hundred per cent for perfect? We have a special reason for asking this question. We shall be very grateful to all teachers of practical writing who examine this specimen who send the grade they would give Miss McConnell on her writing were she one of their pupils. We shall report the result in an early number of the PENMAN, giving some of the various grades, and the average of all the grades sent in. This question of grading specimens of penmanship is one of great interest and it is being discussed more and more by teachers everywhere.—Ed.]

Cazenovia, N.Y.

*This is a specimen of my penmanship
I am 16 years old.*

Emma Baaske.

WRITTEN BY A PUBLIC SCHOOL PUPIL

Professional Penmen and Muscular Movement

It is not so much the amount of practice as the kind of practice that counts.

I wrote this in 40 seconds using no combined movement whatever!

A. B. Black

Editor of THE AMERICAN PENMAN:

I quote a statement made by Mr. Rene Guillard in the following paragraph:

"I use a combination of the fingers and forearm to execute all small letters. I have yet to see anyone who can do clever work by using 'Simon pure' muscular movement. Madarasz, Taylor, and Blosser used the combined movement. Need I advance a better argument to prove my theory?"

I should say that he does need to advance a better argument than this. I wrote the sixteen words I am sending you in forty seconds with "Simon pure" muscular movement. While I probably cannot write a real professional hand, yet I can write this more nearly perfect than I wrote it in these forty seconds. Mr. Guillard and all of the penmen he mentions, I believe could write this much better with "Simon pure" muscular movement than I have written it and write it just as rapidly.

I wrote this easily and anyone can easily read it. Isn't this the kind of penmanship the business world asks for to-day when we do things both quickly and well? Isn't it better to have a few million who can write this way, rather than a few thousand professional penmen? In fact, the professional penmen can all write with "Simon pure" muscular movement and at the same time they can put up the professional kind, but the world does not ask that all write a professional hand. Yet, what a fine thing for the world it would be if all could write easily, rapidly and legibly like this. There are four requisites to a good handwriting—I mean the writing used in everyday business, viz.: position, form, movement and speed, and the speed is necessary and you can't get it with a combined movement and not be tired before night.

A. B. BLACK.

[The editor was very glad to receive a statement from A. B. Black of the State Normal School, Bloomsburg, Pa., which is reproduced above. We are not familiar with the kind of movement used by Mr. Blosser, but we know that he does very artistic ornate writing. We do not remember ever having seen his business penmanship, but presume it is on a par with his ornate. The following is the reply written to Mr. Black from this office:

New York, February 6, 1913.

Dear Mr. Black:

I like that specimen of writing done in forty seconds which I just received. I am going to have it engraved and published in THE AMERICAN PENMAN. Do you object? If you do not, I shall also publish in connection with it the very sensible things you have said about movement in practical writing.

Traveling from coast to coast and meeting nearly all the fine penmen of America, I happen to know that too many of our professional penmen believe that the rising and setting of the sun is largely influenced through the style of writing they do, and that something would happen were they to let themselves go in this matter of penmanship.

I know some penmen who have national reputations and yet have never taught anybody to write a good hand because they are so obsessed with the ornate penmanship idea that they inoculate their pupils with the notion that there is nothing worth while except the artistic curve, the well distributed shade and the artistic blending of lines which we find in the ornamental work of the best penmen.

I like ornamental writing and I learned to flourish birds before I learned to write well, but I found later that business men wouldn't stand for the ornate in their offices. Madarasz worked for me in my school at Cedar Rapids for two years. While there he advocated pure muscular movement for business writing, and he used it, too. I have seen him write without extending or contracting the fingers the least bit. Of course in ornamental writing the movement is different, but I think it is all right to develop two distinct movements—one for ornamental and the other for business.

A. D. Taylor was a student of the Lake Side Business College, Chicago, when that school was conducted by B. M. Worthington and myself. Taylor did use finger movement in making loop letters when he was doing ornamental work, but the movement used in his business writing was the pure muscular movement, and a better penman, so far as both business and ornamental script are concerned, never lived.

Success and good luck to you!

Sincerely yours,

A. N. PALMER.]

THE ROUND TABLE

"A man, sir, should keep his friendship in a constant repair"

We receive many specimens from individual students who ask us to criticize their work. Doubtless, many students who thus send their work directly to us, instead of submitting it to their teacher, do not know what an enormous amount of work we would be called on to do in criticizing the work of each student and making a record of this criticism in the PENMAN. We are always glad to criticize for teachers, when a number of specimens are sent at one time. Students should keep in mind that it is necessary to place their work, intended for criticism by THE AMERICAN PENMAN, in the hands of their teachers.

Mr. T. C. Whiteside of the Tyler (Tex.) Commercial College writes in his usual handsome way to express appreciation of the "picture" of him drawn by artist Sears in the December issue of the PENMAN. Incidentally he says: "I like the PENMAN every day."

The following is from a letter from G. H. Mohler, Fremont College, Fremont, Neb., dated January 20, 1913: "Incidentally I might say that things are coming nicely in this school. Last term showed an enrollment of two hundred and thirty-six in one penmanship class."

We have received a variety of ornamental and plain writing from our friend, H. J. Ennis, Portland, Ore., showing that he is doing excellent work. His white ink on green cardboard is especially effective.

We have received some excellent specimens of business writing by pupils of Sister M. Chrysostom, Visitation School, St. Louis, Mo. Sister M. Chrysostom writes that the pupils who are following the course in the PENMAN are delighted with their work.

On page 351 of the February number of the PENMAN was a three-line specimen under the heading "Written by O. L. Rogers, Ft. Wayne, Ind." This was a mistake. The specimen was written by Mr. M. C. Leipholtz of Strayer's Business College, Baltimore. Mr. Leipholtz writes us a charming letter in which he says: "As I consider Mr. Rogers a superior penman, I thought it my duty to inform you of the injustice done him." In these days, when so many literary men lament the decline of the "art of letter writing," it is fine to know that pen-

men, those who form the written characters with ease and grace, also keep the ease and grace of mind that impelled the men and women of a former generation to write kindly and courteously. Perhaps Mr. Rogers will not accept the courteous dictum of Mr. Leipholtz. In any event, we think Mr. Leipholtz writes well, in form, movement and English substance.

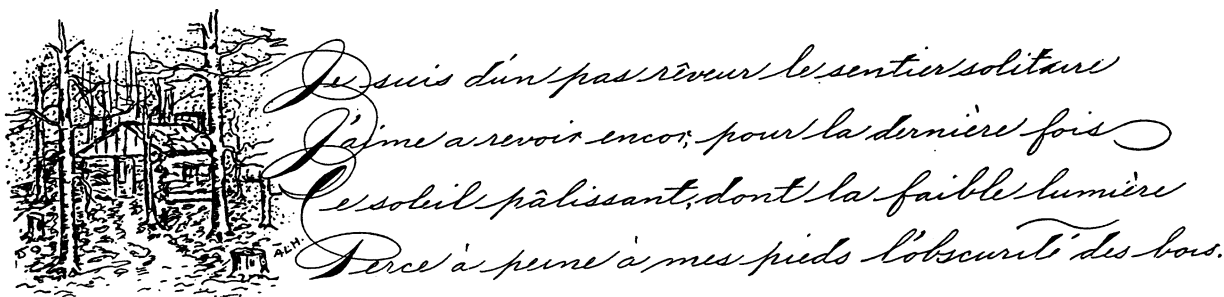
Principal G. H. Grinnell of Holman Business College, Los Angeles, Cal., adds this very clear postscript in a late letter; "Enclosed find \$1.00 for renewal of my subscription to THE AMERICAN PENMAN. Please send January number. I cannot get along without this paper and get good results. Overlooked the fact that my subscription had expired."

Mr. A. W. Lane, manager of the Colorado Business College at Boulder, Colo., recently sent us a nice club of subscriptions to add to his list. The Colorado Business College has purchased and consolidated with the Boulder Business College, which has been established for about twelve years. Mr. Lane reports a very good attendance and a marked interest in the penmanship work.

Miss Rena Harris, who uses the PENMAN in her writing classes of the fourth and fifth grades in the public school at Gaylor, Minn., sends ornamental designs in movement drill by her pupils Susie Henska, Rubie Mueller and Nellie Leutt.

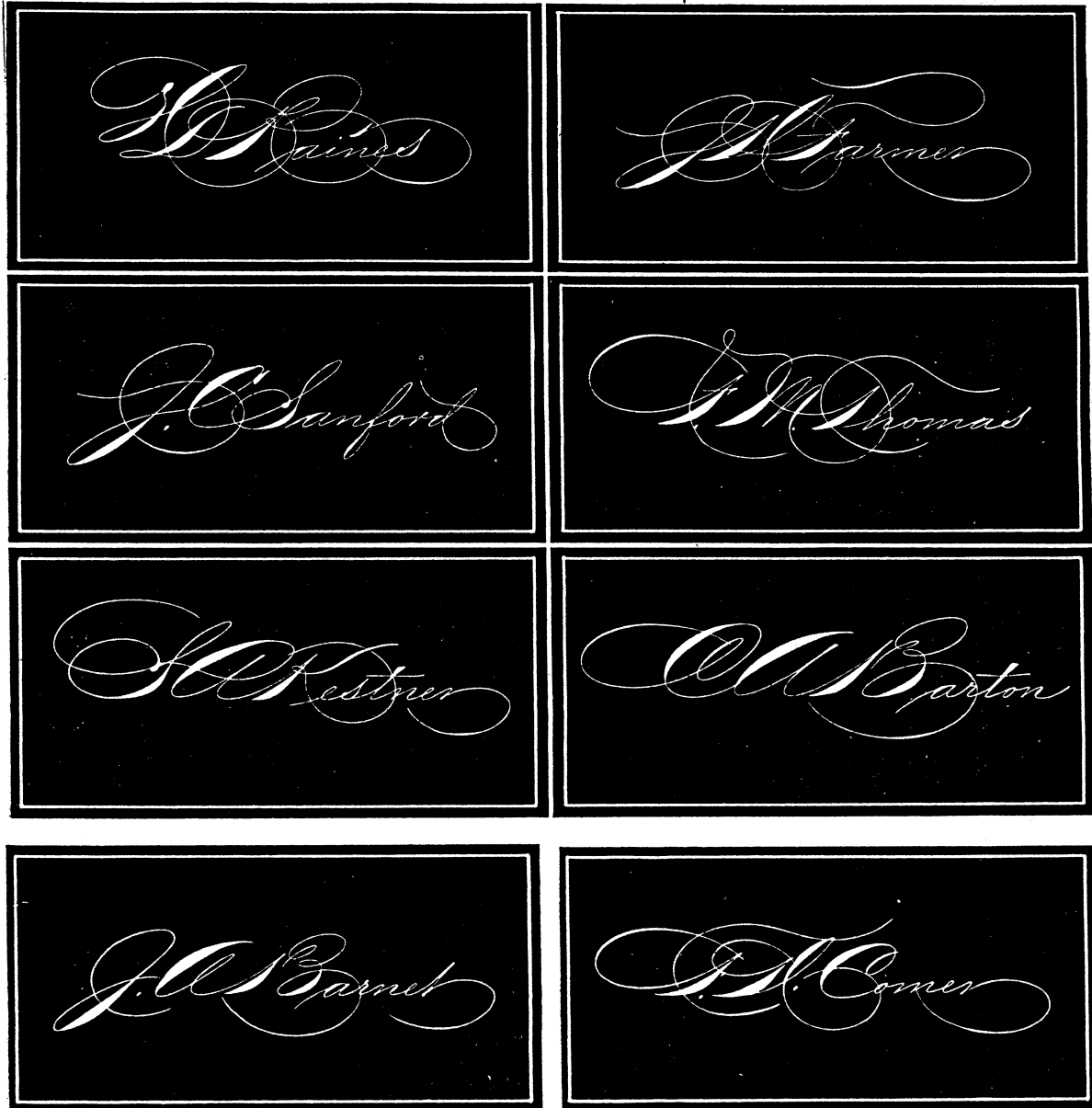
Professor A. E. Spaulding, director of penmanship in the public schools of Houghton, Mich., is one of the progressive teachers who realizes the value of newspaper publicity to stimulate the pupils and interest the parents. We have in hand a copy of the *Houghton Mining Gazette*, January twenty-first, which prints a list of pupils who received honor awards from Professor Spaulding for excellent penmanship, and also a list of those who deserved special mention for good work. The honor pupils for that week were: second grade, Stewart Rosemurgey, Hurontown school; third grade, Edward Moyle, Hurontown school; fourth grade, Anna Saari, Hurontown school; fifth grade, Lillian Vivian, Central school; sixth grade, Adeline Perdelwitz, Douglass Houghton school; seventh grade, Irene Little, Central school; eighth grade, Anna Manderfield, Jay A. Hubbell school.

Designed and Written by A. L. Hickman, Salina, Kas.



(We shall print, in the April issue, the best translation of the above beautiful French verse, sent to us by any reader.—Ed)

Ornate Combinations by S. E. Bartow.



(It is very difficult for an engraver to reproduce such fine lines as are found in Mr. Bartow's original copy. The best delicacy of touch and movement is lost in the above engraving.—Ed.)

Wanted—A Penmanship Day

A section of the University of Minnesota will go "on tour" again this year. For one week last June the people of a number of small towns in Minnesota had the state university in their midst in the form of its most characteristic activities, and the eighteen communities benefited have unanimously asked that the experience be repeated this year.

The scheme is to have a portion of the faculty and students, with equipment, go from place to place throughout the state, holding sessions in public buildings or halls, to which all people may come. Each day of the week is given over to some one large subject. Thus Monday is "Business Men's Day," Tuesday "Art and Literature Day," Wednesday "Home Welfare Day," Thursday "Public Health Day," Friday "Farmers' Day" and Saturday is

"Town and Country Day." In the evenings the Dramatic Club presents a modern play or one of Shakespeare's. Readers of *THE AMERICAN PENMAN* in Minnesota have suggested that there should be a "Penmanship Day"—or half day, but not much is hoped. The faculty of the university—and of all universities—are notoriously poor penmen and utterly well contented as such. However, even the universities may change, in time, and demand good handwriting.

The Kansas State Board of Health has issued a Health Almanac that is an important contribution to the campaign of health education. In form it is like the traditional almanac, but the hygienic advice it contains is clear, specific, and thoroughly up-to-date. It is patterned after the "Virginia Health Almanac" for 1911.

New England Penmanship Supervisors

By Frank E. Lahey, Boston

The ninth annual meeting of the New England Association of Penmanship Supervisors, took place in the rooms of Burdett College, Boston, Saturday, January eleventh, with President R. E. Rowe of Portland, Me., presiding. Mr. C. A. Burdett extended a felicitous welcome and President Rowe made a happy response.

The Committee on Left-Handed Penmanship completed the report of last year by noting the connection between the part of the brain governing speech and the part governing penmanship or motor activities. Hence between the ages of eight and eleven years, when a child's vocabulary grows fast, a change from left to right hand often produces stammering. Before and after that period, the effect is less marked. By having the left-handed pupil reverse the push and pull movements made by the right-handed pupil, a good style, without eccentricities, is obtainable. It is a question whether the change from left to right is desirable except as the individual conflicts with office usage and arrangements.

In discussing "Movement Work in the Grades" by Mr. W. K. Cook, Hartford, Conn., blackboard writing was advocated. Counting aids in securing uniform movement as does the possibility of seeing other pupils at work.

A very suggestive talk on "Figure Teaching" was given by Mr. H. B. Cole, Girls' High School, Boston.

The models cannot be reproduced here but the suggestion of finding and praising whatever is good in a pupil's work is well worth noting.

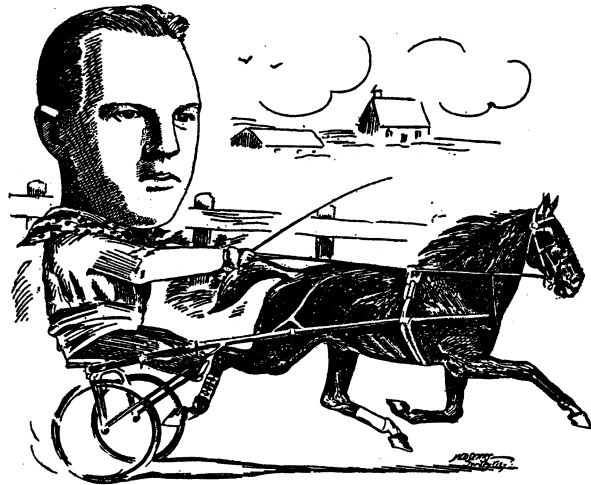
The connection between drawing and penmanship was presented on the blackboard in an entertaining manner by Mr. H. W. Shaylor, Portland, Me.

The "live wire" proved to be George L. Farley, superintendent of schools, Brockton, Mass. His advice, based on actual test, was: first, arouse the children first; second, children enthuse the teachers; third, one grade to challenge another; fourth, penmanship to be good, must be good in all lessons; fifth, neatness all along the line.

Superintendent Farley said that since 75 per cent of the pupils must earn their living by the use of the pen, penmanship was a vital subject.

The deservedly popular Mr. C. E. Doner, who "Teaches Teachers to Teach Practical Writing" in three of the Massachusetts Normal Schools, stated that the best results were obtained through personal guidance and instruction under the direction of a supervisor. He advised the use of muscle relaxation and insisted that one should be a good writer in order to teach others. The two elements of special training, said he, include teaching often

Popular Business Educators



No. 7. W. C. BROWNFIELD

Penman of The Bowling Green Business University. A lover of horses. He says that in his section they have horses so fast that lightning is a puerile paralytic.

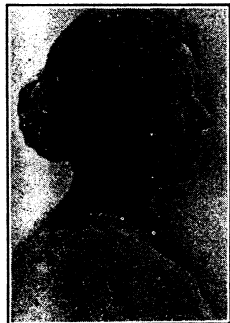
or telling, and training or performing. But training must always be in the spirit of helpfulness. The supervisor must serve, and serve abundantly.

The program ended with the "Question Box" by Mr. Harry Houston of New Haven, a valuable feature ably conducted.

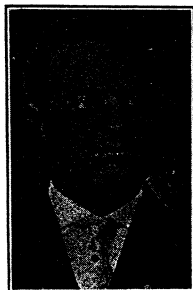
Luncheon was served at recess. The invitation to meet again at the same place was extended by Burdett College and a vote of thanks returned for continued hospitality. The new officers are: President, W. K. Cook, Hartford, Conn.; vice-president, E. M. Deering, Biddeford, Me.; secretary and treasurer, Annie M. Bemis, Brockton, Mass.; two members of the executive committee, Miss Effie E. Colby, Beverly, Mass., and Miss Hood, Westerly, R.I.

It was voted to change in part, the name of the association from Supervisors to Teachers, thus admitting to active membership much the larger part of the persons attending each year. Mr. E. H. Fisher for the Executive Board of the Eastern Commercial Teachers' Association, extended a cordial invitation to attend the next convention at Atlantic City, March 20, 21 and 22.

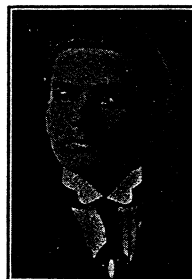
In The American Penman's Gallery of Friends



MISS CORA LARSON
SUPERVISOR OF WRITING
DUBUQUE, IOWA.



G. S. STEPHENS
COMMERCIAL DEPARTMENT
GLOBE BUSINESS COLLEGE
ST. PAUL, MINN.

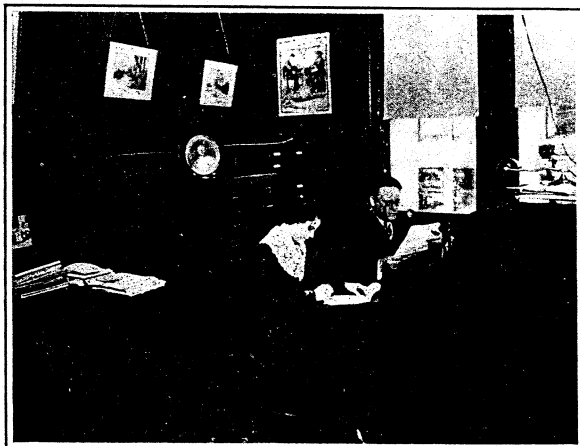


S. W. BRAWFORD
HIGH SCHOOL OF COMMERCE
OMAHA, NEB.



W. H. VERNON
THE PACKARD COMMERCIAL
SCHOOL, NEW YORK.

The American Penman.



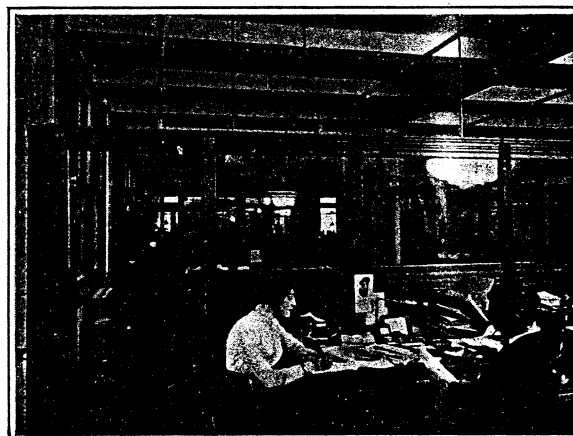
President Palmer in his Private Office.



Principal Bartow and secretary in the Business Office of the Palmer Method School of Penmanship by Correspondence.



The Representatives' Room, showing several of the teaching staff who demonstrate the Palmer Method in schools.



Office Manager J. G. Steele and secretary. His eye may sweep through glass partitions eighty feet in one direction.

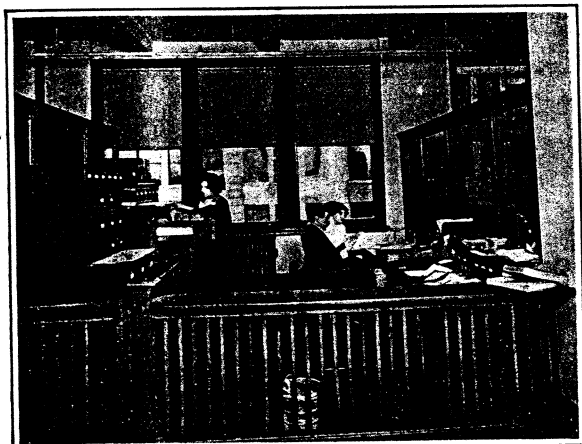


The "Lobby." Here teachers and children come after school hours. On Saturdays two hundred of them are often waiting for books, paper, certificates, buttons and pins.

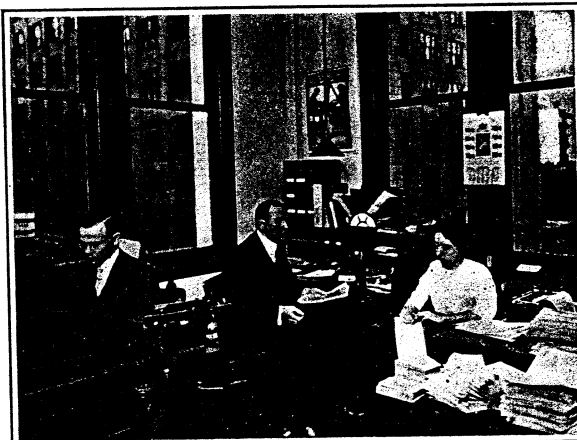


[A part of the Critics' Room, showing experts at work examining and criticizing penmanship specimens.

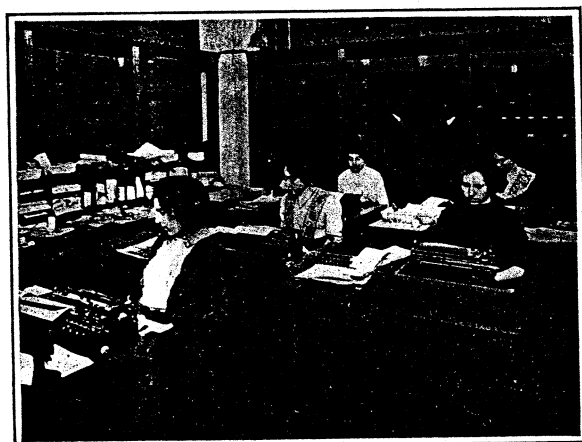
NEW OFFICES OF THE A. N. PALMER CO., IN



The Office Manager's Room.



The American Penman sanctum, showing Managing Editor Dillon and secretary and Circulation Manager Newcomb.



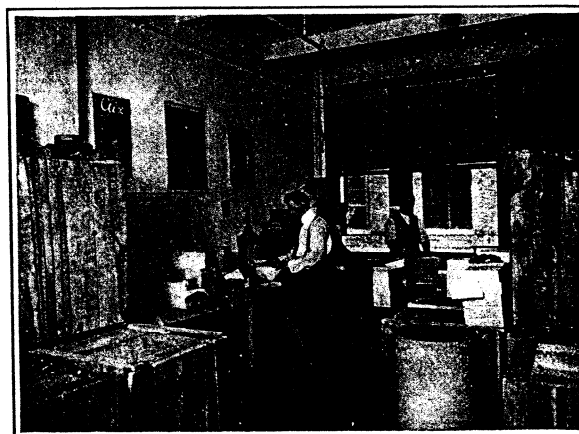
A part of the Stenographers' Room.



A corner of the printing department. Three electric motors run multigraph printing presses, Addressograph and American Penman rapid addressing machine.



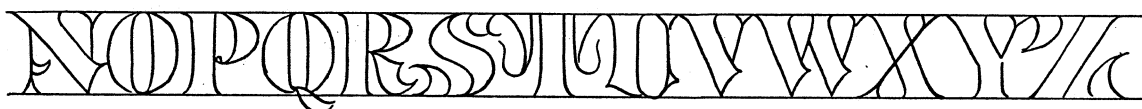
The Mailing Room.



A corner of the shipping department, showing one-sixth of its floor space.

THE NEW BUILDING, 30 Irving Place, New York City

Engrossing by F. W. Martin, Boston, Mass.



Instruction by S. E. Bartow

The modified Roman alphabet is and has been for several years, one of the most popular with engrossers. If those who expect to do engrossing as a business would give their attention to a few styles of lettering such as Sickles, Old English, Modified Roman, Engrossers' Text and Engravers' Script and become skilful in the use of these particular styles they would be found to be about all that is necessary for practical work.

With pencil rule head and base lines and proceed to outline letters, being careful with proportions and spacing; then with ruling pen and T square, put in all straight lines and for the curved strokes an ordinary pen may be used. Sometimes a compass can be used to advantage. After outlining carefully fill in with broad pen or brush. The shadow in name was first outlined in pencil. Parallel lines were made with a spacing T square. Water color or diluted India ink can also be effectively used for shadow.

National Commercial Teachers' Federation

The officers of the National Commercial Teachers' Federation are again calling the attention of commercial teachers to the advantages of membership in the federation. Incidentally Secretary Ingersoll continues to display the news line "Seventeenth Annual Convention at Chicago June, 1913."

The officers of the Federation are: F. M. Van Antwerp, president, Louisville, Ky.; F. B. Bridges, first vice-president, Oakland, Cal.; Frances Effinger-Raymond, second vice-president, San Francisco; Walter E. Ingersoll, general secretary, Portland, Ore., and C. A. Faust, treasurer, Chicago.

The Federation is composed of five affiliated associations, which are joined for the "promotion of profitable interest and enthusiasm among teachers of commercial subjects and the advancement of commercial education." These five bodies are: Private Commercial School Managers' Association, National Business Teachers' Association, National Shorthand Teachers' Association, High School Commercial Teachers' Association and National Penmanship Teachers' Association.

New applications for membership must be accompanied with the membership fee of \$3.00, which entitles the applicant to membership in the Federation and one Association. Additional associations are seventy-five cents. Annual dues are \$1.50. Communications addressed to Secretary Ingersoll, P.O. Box 885, Portland, Ore., will receive prompt attention and he will be glad to give complete information to all inquirers.

Answers to Correspondents

"C. D. L." of the Minikahda Club, Minneapolis, Minn., writes as follows: "I have always practiced writing with my coat on. To-day I took it off, rolled up my sleeve and was very much surprised to note the difference. My arm fairly ran away with me. I think I see now why I did not improve more during those three months as I practiced every day and tried hard to use the right movement. What do you think about it?"

It is true that no one can use muscular movement easily or even satisfactorily when the arm is bound in a tight sleeve. On page 6 of the Palmer Method manual under "Clothing for the right fore-arm" is the following: "As the muscles of the right fore-arm play an important part in the movement, it is necessary that they should be clothed to permit at all times, unrestricted action. Many good writers consider this of such importance that they cut off the right under-sleeve at the elbow."

It may be an advantage to practice in the shirt sleeves but we doubt the advisability of forming the habit of writing without the coat. There are many places where one would hardly care to take off his coat before beginning to write. In visiting public schools, we sometimes find young boys in the lower grades in the winter, wearing a very heavy, tight under-shirt sleeve, an ordinary shirt-sleeve, a heavy and closely-woven sweater and over all, a coat. Just imagine if you can, the efforts of that child to use muscular movement. It would, of course, be a physical impossibility, but unless the coat is extremely heavy or binds the arm, we see no reason why one should not use easy muscular movement without removing the coat.

"R. W.," Providence, R.I., asks: "Should pupils be allowed to use an oblique penholder for penmanship practice?"

The oblique penholder is indispensable for use in ornamental writing but pupils who are trying to acquire a plain, rapid, and legible style of writing should not be permitted to use it. When using the oblique holder the pupils soon find that by exerting a slight pressure on the curving downward strokes they are able to make a shade. It is a wavering, scraggly thing, this first shade, but to the eye of the pupil it is a beautiful and graceful stroke, a la "Bartow." These pupils will soon neglect the movement drills and letter exercises and devote their time to making intricate letter combinations and dashy flourishes. Racing skates are used only by expert skaters and the oblique penholder should be kept from penmanship students until they qualify as expert business penmen.

CLASSIFIED

Under this heading, the charge is 4 cents per word. Answers addressed to "Care of American Penman" will be forwarded only for advertisements of 30 words or more.

HELP WANTED

WANTED—Solicitors and managers for our branch schools. Address Williams' Business College, Milwaukee, Wisc.

WANTED—An A-1 Pitman teacher and writer for head of Shorthand Department of a large Eastern School. Financial interest offered to right party. Address, "Shorthand," care American Penman.

WANTED—A seasoned man, expert penman and all around good commercial teacher for head of a big Commercial Department. An interest in the school will be offered in addition to good salary. Address Box 16, American Penman.

TEACHERS WANTED

Would like to get in touch with two penmanship teachers to begin work next September. Fine location, good salary, excellent opportunity for a choice position. Address

"HW," care American Penman

POSITION WANTED

AT LIBERTY SHORTLY—A man who holds all business to a first-class finish, also gets it. 20 years experience. Wants to get away from Atlantic coast. Now with leading school. Address Box 107, Back Bay Post Office. Boston, Mass.

FOR SALE

A paying school in a new large territory: \$1200. School pays expenses through summer months. Write XX, care of American Penman.

On Wednesday evening, February thirteenth, Professor John Wurtz of Yale University addressed the students of the Yale Business College Law Department.

Cost of Text-Books

Approximate annual expenditures of people of the United States for items are given below:

| | |
|--------------------------|-------------|
| Perfumery and cosmetics. | \$7,000,000 |
| Soda water, etc..... | 24,000,000 |
| Patent medicines | 60,000,000 |
| Confectionery | 81,000,000 |
| Liquors | 240,000,000 |
| Tobacco | 283,000,000 |
| School books | 12,000,000 |

The report of the Commissioner of Education for 1908 shows an average cost of text-books per pupil to have been sixty-three cents or just three per cent of total cost of public school education per pupil for that year.

Maryland buys books at public expense and spends about sixty-three cents per pupil annually. Cincinnati spent forty-one cents per pupil in 1907 and a four-year average shows a cost of fifty and a half cents per pupil. St. Louis spends about forty-five cents per annum per pupil. Detroit, Mich., shows an average for a seven-year period of about fifty cents per pupil per year. South Dakota, after allowing a ten per cent profit for dealers, shows an annual cost per pupil of about forty-three cents to forty-seven cents. Minnesota shows an annual text-book cost per pupil of about 1.8 per cent of cost of public school education. Omaha shows an annual cost per pupil of fifty cents.—Supt. E. R. Edwards of Jamestown (N.D.) in Westland Educator.

School Man, Having Some Cash

can get hold of good paying school. Well-known, doing good business, and finest proposition in the school line. West of Chicago. If you want a "Money Maker," write at once, as we must get rid of it by April 1st at the latest. Other business reason for selling. Address,

L. A. G., care The American Penman

The Rate for display advertisements "For Sale" or "Exchange," answers sent care of The American Penman, is 18 cents per agate line (14 agate lines to an inch), or \$2.50 per inch.

ARE YOU A LIVE TEACHER of commercial branches or shorthand? Would you stay with a school that was making money for you? We have a school that is growing all the time—present enrollment 250 students—and we need another good man. Established 1901. Located in California. If you can invest \$5,000.00, investigate this school. We will sell a one-third interest and pay \$150.00 salary per month to the right man. Only competent man need apply.

Address Box 15 American Penman Office

FOR SALE: — High-grade business school, Town of nearly 300,000—Middle West—Attractive price. Personal reasons for selling. Excellent opportunity. Address "GOOD SCHOOL" care American Penman.

FOR SALE

Small school, well situated, established two years. Owner other business requiring all of his time. Good opportunity for man and wife.

Address California, American Penman

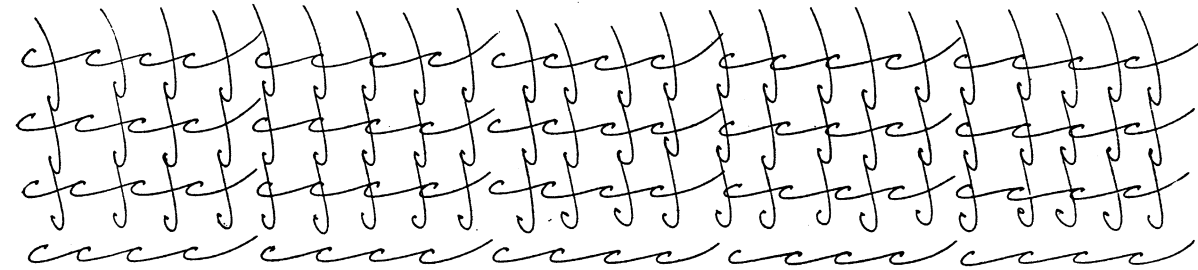
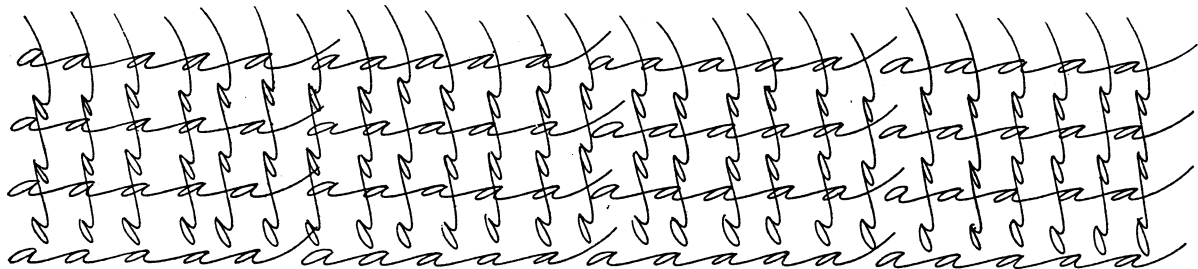
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Established 8 years. Beautiful, well-equipped rooms. Only school in town. Low rent. Large enrollment. Sacrifice on account of poor health. \$2200, on easy terms. Books shown to prospective buyer, which will show large profits. Address,

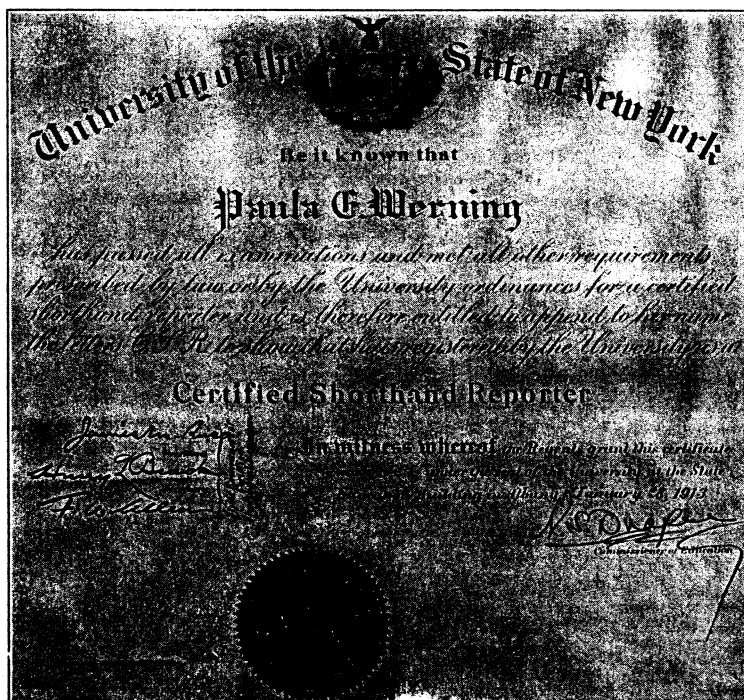
"Square Deal," care American Penman

For Sale

A small business school, west of Mississippi river; good location; price low if taken before July 1st. For particulars, address B.H.M., American Penman.



Movement drills by Arthur J. Becker, City High School, Chattanooga, Tenn.



Miss Paula E. Werning, a writer of Gregg Shorthand, enjoys the unique distinction of having won the first diploma issued *upon examination* by the Board of Regents of New York under the new law creating the degree of Certified Shorthand Reporter. Two hundred and seventy-two practicing shorthand reporters applied for the certificate under the waiver clause, and 138 were granted certificates; but Miss Werning is the first and *only* candidate for the degree that has won a certificate by passing the examination.

A Severe Test

The test is a more severe one. To quote from the Regents' Rules:

Candidates will be required (1) to write shorthand, from dictation, of regular court proceedings or such other matter as may be selected by the Board of Examiners, for at least one hour, at a speed varying from 130 to 200 words a minute; with an average speed of 150 words a minute; (2) to transcribe such part of the dictation as the examiners may indicate; (3) to read aloud such portion of the dictated matter as the examiners require.

This is not the only honor Miss Werning has won lately. In October she passed the U. S. Civil Service Examination, getting a rating of 99% on the shorthand and 100% on typewriting. She is *first* on the list of eligibles from the state of New York.

These two incidents simply add to the now almost universal conviction that Gregg Shorthand is superior to all other systems. Wherever tried, it proves its superiority—in the schools, in the business office, in the contests, in the examinations, however difficult.

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Catalogs

Universal Stenotype Co., Owensboro, Ky. (*The Live Wire Weekly*, eight numbers, beginning December 24, 1912, a four page, four column, fifteen em newspaper on book paper. *The Stenotype Cauldron*, five numbers, beginning January sixth, a four page, three column, fifteen em newspaper, book paper. *The Stenotypist*, a monthly magazine, sixty-four pages and cover, well illustrated. *Reading Stenotype*, eight pages and cover booklet, first lesson in the new art. All this literature is strikingly well done. The story of the Stenotype is told in a style to hold the interest of normal persons who begin with any interest in the subject.)

Parish of St. Jerome, Bronx, New York. (*Parish Journal—Annual Revision of Old St. Jerome's.*)

State Business College, Tacoma, Wash. (Calendar.)

Drake Colleges, Jersey City and Bayonne, N.J. (Calendar.)

San Jose (Cal.) High School. (*School Herald*, January publicity number. Eight page, five column, newspaper style. Good paper, excellent make-up. This paper is claimed to be "the largest high school weekly in the United States.")

Waterbury (Conn.) Business College. (*Program of Tenth Annual Convention of Connecticut Business Educators' Association* at Waterbury, February twenty-second.)

Howard & Brown, Rockland, Me. (Illustrated catalog showing styles of engraving.)

H. M. Rowe Publishing Co., Baltimore. (*The Budget*, No. 3, Vol. XIV, organ of the house.)

Mr. Charles G. Reigner who has been connected with Strayer's Business College, Philadelphia, Pa., and one of the contributors to THE AMERICAN PENMAN, has been appointed to take charge of the shorthand work in the Ralston Commercial High School, Pittsburgh, Pa.

The Imperial Engraving Co.

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The Business Journal Tribune Building, New York City, a monthly magazine of 48 pages, contains lessons in Penmanship by the foremost penmen in the world; also articles on Advanced Bookkeeping, Higher Accounting, Salesmanship, Advertising, Business English, Commercial Law and other business subjects. One Dollar a year; a sample copy for 52-cent stamps.

THE *Bowling Green Business University, INC.*
Bowling Green, Ky.
A Training School for Commercial Teachers,
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Visit the latter while attending the former.
WCB 17

When writing the school, be sure to say you saw this ad. in the Penman

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A. MAGNUSSON
208 N. 5th St. Quincy, Illinois

Waynesboro, Pa. Institute

The local Teachers' Institute of Waynesboro, Pa., was held on February first and second. On the first day the new high school building was dedicated. In the program of the institute, the subject of penmanship was covered by C. C. Lister of New York who spoke on "The Palmer Method of Business Writing." The school directory of Waynesboro shows a total staff of teachers numbering forty-two. There is a high school and three elementary schools. The principal of the high school is W. E. McTurk. The principals of the other schools are Nellie G. Baer, T. H. Myers and E. T. Bitner. The president of the Board of Education is S. P. Ambrose.

Cheerfulness

OLYMPIA, WASH., February 11, 1913.
Editor of THE AMERICAN PENMAN:
Your paper is a source of real enjoyment and help to me. I like the spirit of cheerfulness and optimism that is so freely given. I know from experience that we can get anything we expect from pupils if a healthful, happy atmosphere is created.

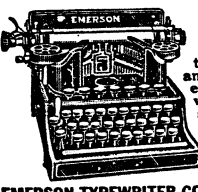
I use the conversational count to the very limit and endorse it heartily. There is a vast field for originality there, too.


FLORENCE B. HAYCOX,
Supervisor of Writing.

The Mid-Continent Teachers' Agency of Kansas City, which was established four years ago by J. E. Boyd of the Kansas City High School, has been leased to E. H. Ellsworth, a school-man of twenty years' experience in Minnesota and Kansas. New offices have been taken in the Portsmouth Building and Mr. Ellsworth proposes to devote especial care to the states of the Middle West.

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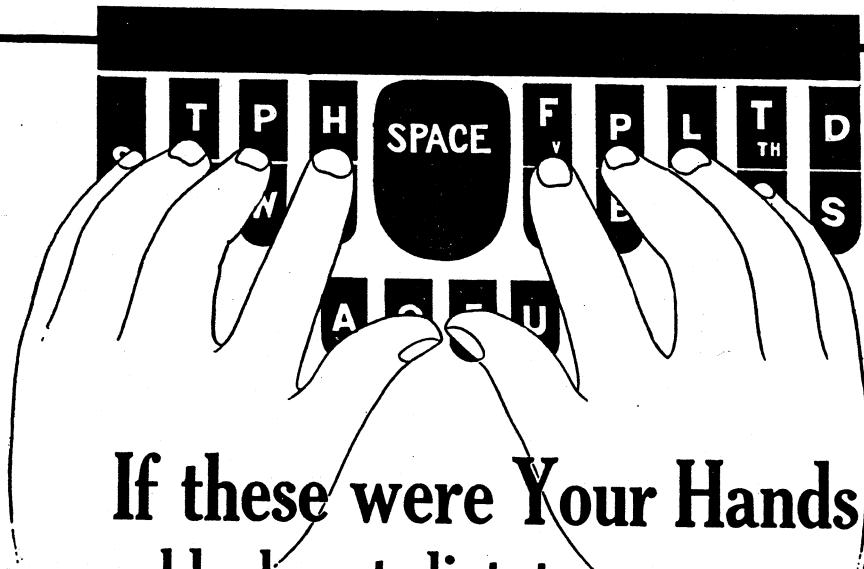
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RANSOM & GORDON, Minor Bldg., Kansas City, Mo.

FIRE
totally destroyed Spencer's Business College Building, Paterson, N. J., Sunday morning December 15. Letters, subscription lists, etc., of the Eastern Penman were destroyed.
Subscribers and club raisers to the Penman are earnestly requested to favor the editors with fullest data possible that will enable them to mail the January number. Address,
B. H. Spencer, Ed. W. H. Shepard, Ass't. Ed.



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Books

"The Life of Sir Isaac Pitman" by Alfred Baker, F.J.I.; published by Sir Isaac Pitman & Sons, London and New York; 392 pages; price, \$1.00.

The recent Pitman Centenary was the very natural occasion for the issue of the Centenary Edition of "The Life of Sir Isaac Pitman." The book was first published in 1908, when it attracted wide attention, not only from students of phonography, but from literary men generally and from that large portion of the public which has an intimate interest in stenography. Indeed, the book was a genuinely valuable addition to the lasting literature of the English language, for it was not merely the technical recital of the events, large and small, in the life of a prominent Englishman, but it was rather the story of a progressive movement that stirred deeply the whole fabric of English politics, literature, commerce, and left its mark on history.

The author, in the preface to this new edition, states that he has taken advantage of the Centenary to make a few additions and correct some errors which appeared in the first edition. The book is well printed in large type, is finely illustrated, bound in cloth, and altogether seems almost a necessity in any library that assumes to cover this field of English history and language development.

Preserve your copies of THE AMERICAN PENMAN. They will grow in value.

PENMEN WANTED

Do you know that the demand for expert penmen is greater today than ever before?

\$3.00 Pays for 10 complete lessons in either business, ornamental or card writing. One lesson is given every two weeks. The student's work is criticized with red ink, and a personal letter giving instructions and answering all questions accompanies every lesson. The copies are all fresh from my pen. A handsome handmade certificate is given free on the satisfactory completion of any course or courses.

Further information to those interested will be sent for stamp.
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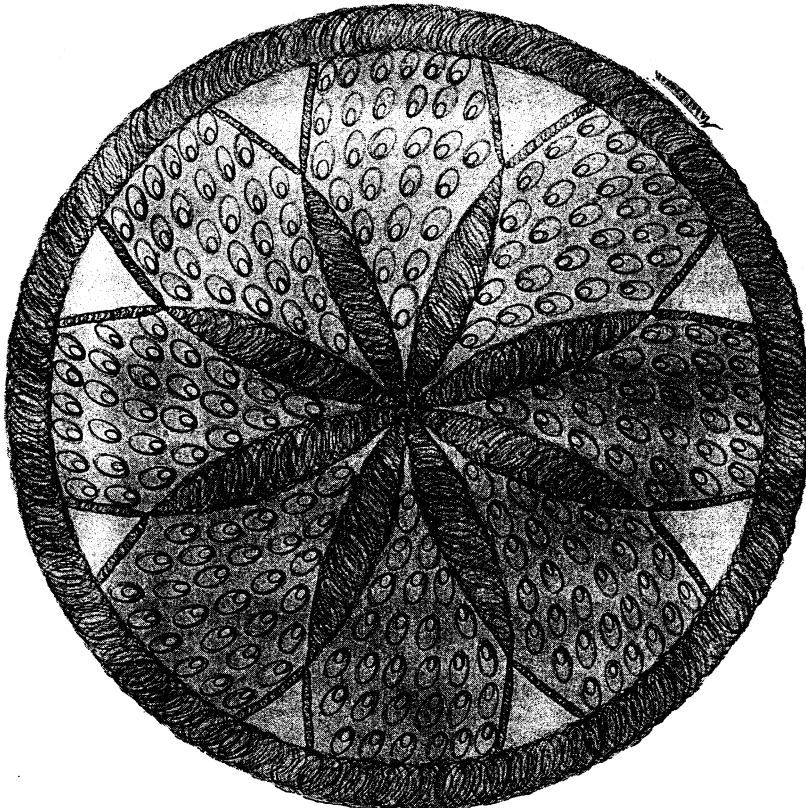
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(See Ad in December Issue)

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I can make a good penman of you at home during spare time. Write for my free book, "How to Become a Good Penman." It contains specimens and tells how others mastered penmanship by my method. Your name will be elegantly written on a card if you enclose stamp.

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Horace Mann said, "The teacher who is attempting to teach without inspiring the student with a desire to learn is hammering on cold iron."

From these premises we draw the necessary conclusion that a text-book, to be most helpful to a teacher, must impart by the fire of enthusiasm the burning desire to learn. It is by this all-pervading *intensity of interest* that The Practical Text Book Company has made all of its publications virtually so many live wires, leading the current of thought through the student's mind, to a perfect comprehension of the duties of business life.

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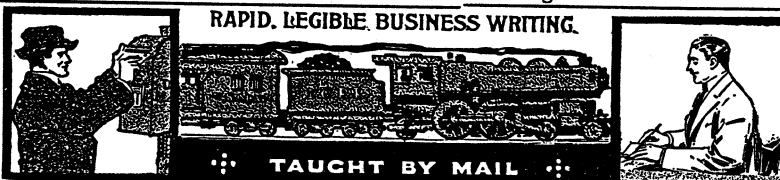
In studying our Bookkeeping, our Business Arithmetic, our Shorthand, our Touch Typewriting, our Plain English, our Letter Writing, our Commercial Law—any of our books—he cannot misunderstand, he cannot lose interest, for he constantly *comprehends clearly*,—he cannot fail to respond to the *warmth* of the author's enthusiasm. The teacher who uses such books in his classes will find that he is not hammering on cold iron.

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and leads to promotion.

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Illustrated journal, your name on card and special pen free to
those who are ambitious to win.

FRANCIS B. COURTNEY, Principal
Courtney's Correspondence School of Penmanship,
Box K, 492, DETROIT, MICHIGAN

Correction

In the February number of THE AMERICAN PENMAN, the work published by the Bobbs, Merrill Company entitled "Campbell's Accurate Accounting" was given the subtitle "An Apprenticeship in Business Writing." It should have been printed "An Apprenticeship in Business."

The Pitman Pin



The Isaac Pitman Company has designed and issued a new "phonographic pin," in blue and white, with letters and outlines in gold.

Announcement of Prize Winners

The undersigned, a committee appointed to examine the specimens submitted in the signature contest announced in the February number of THE AMERICAN PENMAN, finds that Mr. Jacob Miller of 42 Avenue B, New York City, and Mr. H. J. Smith of Owego, N.Y., are the only ones sending the greatest and correct number (64) combinations. It also recommends, on account of the uniform quality of the work of the two contestants, that a first prize be awarded to each.

Signed:
C. C. Lister
(Miss) Sadie M. Hunting
J. G. Steele

[The Associate Editor takes this opportunity to thank the friends of the PENMAN for the lively interest manifested in the Combination Contest, and for the great volume of beautiful work sent in. On account of the quality of ink used it may be impossible to satisfactorily reproduce samples of the winners' work, but we hope to show specimens of the work of many of the contestants in future numbers of the PENMAN.—S.E.B.]

Philologists say there are about three thousand languages spoken on the face of the earth. The Bible has been translated into one hundred and eighty of them.

THE GREAT NEED

Not new systems, but teachable texts on the systems which have been the standards for years. Schools which tried other systems as a panacea for slow progress, indifference, and uncertainty in reading, are now finding Barnes Brief (not abbreviated) Course in Benn Pitman or in Graham

SHORTHAND

the solution of the difficulty. Three times as many High Schools have adopted Barnes books since August 1 as during all of the preceding twelve months.

The Mountain State Business College, Parkersburg, W. Va.; Normal Institute, Muncie, Ind.; Newark, N. Y., Business School; Spencer's Business School, Schenectady, N. Y.; Cleveland, O., Business University; Fremont, O., Business College; Duff's Colleges, Beaver and Beaver Falls, Pa.; Northeastern Normal, Canfield, O.; Ford's Business College, Little Rock; Bethany College, Lindsborg, Kans.; Manistee, Mich., Business College; Central Normal, Danville, Ind., suggest the character of private schools adopting Brief (or Practical) Course this year.

Net cash receipts in 1912 were over 35% greater than in 1911.

No Strings to our offer to send a free (paper-bound) copy to any shorthand teacher giving name of school and stating preference—Benn Pitman or Graham.

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We have received many letters from the film manufacturers, such as VITAGRAPH, EDISON, ESSANAY, LUBIN, SOLAX, IMP. REX, RELIANCE, CHAMPION, COMET, MELIES, ETC., urging us to send photoplays to them. We want more writers and we'll gladly teach you the secrets of success.

We are selling photoplays written by people who "never before wrote a line for publication."

Perhaps we can do the same for you. If you can think of only one good idea every week, and will write it out as directed by us, and it sells for only \$25, a low figure,

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We are preparing for another large summer school class to be trained for commercial teaching. We have recommended every one of the 104 members of the class of last July who desired a position, and all but three or four of the young and inexperienced members of this class have long since been placed very satisfactorily. Even the inexperienced ones are now being favorably considered for teaching positions.

Our 1913 bulletin gives the particulars.

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By Guy R. Newberry, Wichita (Kas.) Business College

W. A. Dennis *W. C. Adams*

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"Certified Shorthand Reporter" A Woman

Under the new law of the State of New York, providing for the degree of Certified Shorthand Reporter, a woman has won the honor of receiving the first diploma issued by the Board of Regents of the State of New York granting this degree of "C. S. R." She is Miss Paula E. Werning of 527 West One Hundred and Twenty-first Street, New York, the daughter of Rev. F. Werning, pastor of Zion German Evangelical Church of Lowden, Iowa, and thus it is evident that another "girl from the country" has won in the old race against men and women of the great cities of the East. The manner of issuing the certificate was a joke on the Regents, so to speak—rather an amazing joke. It seems that the Board, or its employees, did not expect any woman to take this degree. Anyhow, the first certificate or certificates engraved read "him" and "he." When it was discovered that the first successful applicant was a "Miss," they had to scratch out the masculine pronouns and insert "her" and "she."

The affair was valued highly as a news event by the New York newspapers. The *New York Herald* reproduced the diploma and pictures of Miss Werning and printed an interview with the young lady:

"Of course I am very proud and happy over the whole matter," said Miss Werning to a *Herald* reporter yesterday afternoon at the office of the Gregg Publishing Company, No. 1123 Broadway, where she is employed, "but I felt very confident of the result when I went to Albany to try the examination.

"At Albany they put on a court scene to try me out. There were the usual questions and answers, the wrangling of lawyers and all that goes with a regular session of court. The dictation varied at a speed of from 130 to 200 words a minute and then at unexpected intervals I was requested to refer back to my notes and read certain passages.

"When that part of the examination was over I was required to transcribe the notes and do it accurately and in as short a time as possible. I was surprised that I did not find the test more difficult."

Miss Werning was persuaded to come to New York by Mr. John R. Gregg. She has been in the employ of the Gregg company for three years.

The MID-CONTINENT TEACHERS' AGENCY, E. H. Ellsworth, Mgr., is beginning the fifth year of continued success and invites the custom of the teachers and school authorities in all parts of the country.

We are conducting an aggressive campaign for business in the seven Mississippi Valley states from Canada to Texas and are filling a number of positions in the states farther west.

Write for information. Address

Mid-Continent Teachers' Agency
211 Portsmouth Building, Kansas City, Kansas

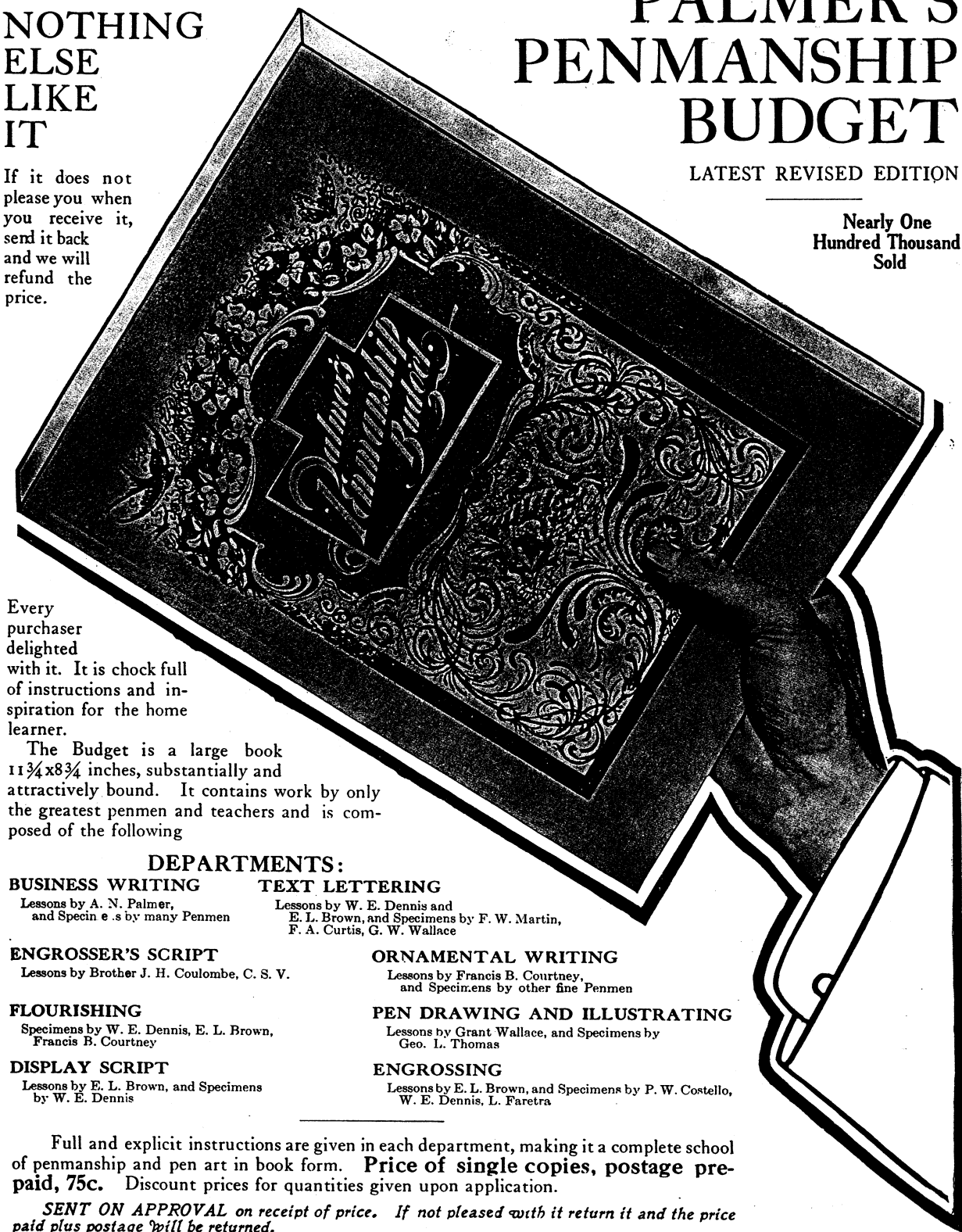
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